STATE NORMAL SCHOOL
SALEM MASSACHUSETTS

SEVENTIETH YEAR

1923-1924

FEBRUARY 1924

PUBLICATION OF THIS DOCUMENT
APPROVED BY THE
COMMISSION ON ADMINISTRATION AND FINANCE

NORMAL SCHOOL BUILDING

CALENDAR

1923

November 29, Thursday	Thanksgiving Day: a holiday [1]
November 30, Friday	A holiday
December 21, Friday	Recess begins at the close of school

1924

January 2, Wednesday	Recess ends at 9.30 A.M.
January 28, Monday	Second half year begins
February 22, Friday	Washington's birthday: a holiday
February 23, Saturday	Recess begins
March 3, Monday	Recess ends at 9.30 A.M.
Good Friday	A holiday
April 26, Saturday	Recess begins
May 5, Monday	Recess ends at 9.30 A.M.
May 30, Friday	Memorial Day: a holiday
June 5, Thursday	Entrance examinations [2]
June 6, Friday	Entrance examinations [2]
June 17, Tuesday	Graduation exercises at 10.30 A.M.
June 27, Friday	Training school closes
September 8, Monday	Training school opens at 9 A.M.
September 8, Monday	Entrance examinations [2]
September 9, Tuesday	Entrance examinations [2]
September 10, Wednesday	Academic year begins at 9.30 A.M.
October 13, Monday	Columbus Day: a holiday
November 27, Thursday	Thanksgiving Day: a holiday [1]
November 28, Friday	A holiday
December 24, Wednesday	Recess begins at noon

1925

January 5, Monday	Recess ends at 9.30 A.M.

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[1] The school will be closed at noon on the Wednesday preceding Thanksgiving Day.

[2] See program of examinations, page 2.

NOTE. — The daily sessions of the school are from 9.30 to 12.05, and from 1.05 to 3.30 o'clock. The time from 8.30 to 9.30 and from 2.45 to 3.30 o'clock is to be used for study by all students who are in the building. From 2.45 to 3.30 o'clock, all students are subject to appointments for conferences with members of the faculty at the discretion of the latter. Lectures before the entire school will frequently be held at this time. The regular weekly holiday of both the normal and the training schools is on Saturday.

The telephone call of the normal school is Salem 375; of the training school, Salem 344.

The principal's residence is at 1 Fairfield Street, and his telephone call is Salem 34.

PROGRAM OF ENTRANCE EXAMINATIONS

THURSDAY, JUNE 5, AND MONDAY, SEPTEMBER 8, 1924

8.30–10.30.	English literature and composition	3 units
Foreign Language Commercial Subjects 10.30–12.30.	Latin	2, 3, or 4 units
	Stenography (including typewriting)	1 or 2 units
	Bookkeeping	1 unit
	Commercial geography	½ or 1 unit
	Commercial law	½ unit
Social Studies 1.30–4.30.	Community civics	½ or 1 unit
	American history and civics (required after 1922)	1 unit
	History to about 1700	1 unit
	European history since 1700	1 unit
	Economics	½ unit
	Problems of democracy	½ unit
	Current events	½ or 1 unit
	Ancient history	1 unit
	English history	1 unit
	Medieval and modern history	1 unit

FRIDAY, JUNE 6, AND TUESDAY, SEPTEMBER 9, 1924

Mathematics 8.30–10.30.	Algebra	1 unit
	Arithmetic	½ or 1 unit
	Geometry	1 unit
Foreign Language 10.30–12.30.	French	2 or 3 units
	Spanish	2 units
	German	2 or 3 units
Science 1.30–4.00.	General science	½ or 1 unit
	Biology, botany, or zoölogy	½ or 1 unit
	Chemistry	1 unit
	Physics	1 unit
	Physical geography	½ or 1 unit
	Physiology and hygiene	½ or 1 unit
Fine and Practical Arts 3.30–5.00.	Home economics	1, 2, or 3 units
	Manual training	1 unit
	Drawing	½ or 1 unit

THE DEPARTMENT OF EDUCATION

PAYSON SMITH, Commissioner of Education

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Term expires		
1924	ARTHUR H. LOWE	Fitchburg
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1925	THOMAS H. SULLIVAN	Slater Building, Worcester
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1926	ELLA LYMAN CABOT	1 Marlborough Street, Boston

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION AND NORMAL SCHOOLS

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BURR F. JONES	Elementary education
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NEW BEDFORD TEXTILE SCHOOL

INSTRUCTORS

THE NORMAL SCHOOL

JOSEPH ASBURY PITMAN	Principal
	Education
CHARLES FREDERICK WHITNEY	Drawing and crafts
GERTRUDE BROWN GOLDSMITH, M.A.	Nature study, gardening
FRED WILLIS ARCHIBALD	Music
CHARLES ELMER DONER	Penmanship
WALTER GEORGE WHITMAN, A.M.	Physical science, commercial literature
VERNA BELLE FLANDERS	Geography
LENA GRAYSON FITZHUGH, A.B.	English, history
ALEXANDER HUGH SPROUL, M.S.	Business, salesmanship, education
MARIE BADGER	Shorthand, typewriting, bookkeeping, arithmetic
FLORENCE BARNES CRUTTENDEN, B.S., A.M.	History and social science
MAUD LYMAN HARRIS, A.M.	Literature
ALICE HAYWARD EDWARDS, A.B.	Shorthand, typewriting
AMY ESTELL WARE, M.A.	Geography
CAROLINE EDITH PORTER, B.S., M.A.	Children's literature, reading
ESTHER HALE	Assistant, physical education
MURIEL LOUISE TRUE	Assistant, drawing and crafts
FLORENCE AGNES SOMERS, B.S.	Physical education and hygiene
ALBERT OSCAR GOODALE, A.B.	Education
HAROLD FRANCIS PHILLIPS, B.C.S.	Accounting, business
DOROTHY SMITH, S.B.	Librarian. Library practice
MILDRED BROWNING STONE	Arithmetic
GEORGE FALLOWS MOODY, B.S.Ed., LL.B.	Education
HELENA GERTRUDE FOWLER, A.M.[1]	English
HELEN MAE WALKER	Bookkeeper. Stenographer
LOUISE CAROLINE WELLMAN	Registrar

THE TRAINING SCHOOL

GEORGE FALLOWS MOODY, B.S.Ed., LL.B.	Director
DOROTHY EMERSON	Supervisor, Grade 8
ESTHER LOUISE SMALL	Supervisor, Grade 7
BETH MARIEA JELLISON	Supervisor, Grade 6
MARY LILLIAN PERHAM	Supervisor, Grade 5
ESTHER FRANCES TUCKWELL	Supervisor, Grade 4
MARY ELIZABETH JAMES	Supervisor, Grade 3
MARY FOSTER WADE	Supervisor, Grade 2
SYBIL INEZ TUCKER	Supervisor, Grade 1 and kindergarten
ETHEL VERA KNIGHT	Kindergartner: assistant in primary grades
ELEANOR ELIZABETH WALKER	Special class
HELEN SPENCER HYDE	Household arts
GEORGE WILLIAM LITTLE	Practical arts

[1] Temporary instructor

STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to, or retained in, the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the public school curriculum are carefully reviewed with reference to methods of teaching. The professional training includes the study of physiology and hygiene, and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

It is advisable that application be made soon after January first, and that certificates be presented before June first. As far as possible, examinations should be completed in June.

Candidates who have been admitted to the school, and who find that it will be impossible for them to enter, are expected to inform the office of their withdrawal immediately.

No place will be held for a student who is not present at the opening of the session on Wednesday, September 10, unless he has the previous permission of the principal to be absent on that day.

REQUIREMENTS FOR ADMISSION

I. Application for Admission. — Every candidate for admission to a normal school is required to fill out a blank entitled "Application for Admission to a State Normal School" and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school, and should be filed as soon after January 1 of the senior year as the candidate decides to apply for admission.[1]

[1] A supplementary form, which must be filled out by all candidates for admission to this school, must be obtained from the school office.

II. Blanks to be filed by the High School Principal. — The principal of the high school last attended is expected to fill out two blanks, one in duplicate giving the "High School Record" and the other a "Rating of Personal Characteristics," and send them to the principal of the normal school.

III. General Qualifications. — Every candidate for admission as a regular student must meet the following requirements: —

1. *Age.* — A woman must be at least sixteen and a man seventeen years of age on or before September 1 of the year of admission. (To be admitted to the Household Arts Curriculum at Framingham, a candidate must be at least seventeen.)

2. *Health.* — The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching.

3. *High School Graduation.* — The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

4. *Completion of Fifteen Units of High School Work.* — The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows: —

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.

5. *Personal Characteristics.* — The "Rating of Personal Characteristics," and the moral character of the candidate, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. Scholarship Requirements. — Of the fifteen units presented for admission, at least ten must be selected from the list given below in Section V, and must be of a satisfactory grade as determined by certification or examination. Three of these units must be in English and one in American history and civics. Applicants for admission to the Practical Arts Curriculum of the Fitchburg Normal School may substitute evidence of practical experience in some industrial pursuit to meet a part of the above requirements. The Normal Art School requires in addition an examination in drawing.

1. *Certification.* — Credit by certification may be granted in any subject in which the candidate has secured a certifying mark (A or B) in the last year for which such credit is claimed, provided that the student is a graduate of a Class A high school or is in the upper half[1] of the graduating class of a Class B high school.

2. *Examination.* — Any candidate not securing credit by certification for ten units must either —

(1) Secure credit in the remaining number of units by examination in subjects chosen from the list in Section V, or —

(2) In addition to the required subjects, take three comprehensive examinations aggregating six units from the subjects listed in Section V, these units to be chosen from three of the six following fields: (*a*) Social Studies, (*b*) Science, (*c*) Foreign Language, (*d*) Mathematics, (*e*) Commercial Subjects, and (*f*) Fine and Practical Arts.

Since the second plan involves five comprehensive examinations, the examination papers and school record of candidates using this plan will be judged as a whole.

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[1] The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

V. List of Subjects for Certification or Examination

Required (4 units)

	Units
English literature and composition	3
American history and civics	1

Elective (6 units)

The candidate may make up the total of six elective units from any combination of the subjects listed below, except that these units must be so distributed that the number offered in any one field shall not exceed the limits set for it:

	Units
Social studies, 1 to 3 units:	
Community civics	½ or 1
History to about 1700	1
European history since 1700	1
Economics	½
Problems of democracy	½
Current events	½ or 1
Ancient history	1
English history	1
Medieval and modern history	1
Science, ½ to 3 units:	
General science	½ or 1
Biology, botany, or zoölogy	½ or 1
Chemistry	1
Physics	1
Physical geography	½ or 1
Physiology and hygiene	½ or 1
Foreign language, 2 to 4 units:	
Latin	2, 3, or 4
French	2 or 3
Spanish	2
German	2 or 3
Mathematics, 1 to 3 units:	
Algebra	1
Geometry	1
Arithmetic	½ or 1
Commercial subjects, ½ to 4 units:	
Stenography (including typewriting)	1 or 2
Bookkeeping	1
Commercial law	½
Commercial geography	½ or 1
Fine and practical arts, ½ to 3 units:	
Home economics	1, 2, or 3
Manual training	1
Drawing	½ or 1

Additional (5 units)

The five additional units, necessary in order to make up the fifteen units required for graduation, may consist of any work which the high school accepts as meeting its graduation requirements.

VI. Place, Time, and Division of Examinations. — Entrance examinations may be taken in June and September at any State normal school (including the Normal Art School) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

VII. Admission as Advanced Students. — A graduate of a normal school or of a college, may be admitted as a regular or advanced student, under conditions approved by the Department.

VIII. Admission of Special Students. — When any normal school, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

REQUIREMENTS FOR ADMISSION TO THE COMMERCIAL DEPARTMENT

The requirements for admission to the prescribed course of four years which leads to the degree of bachelor of science in education are the same as for students who apply for admission to the elementary and intermediate departments.

Graduates of normal schools or colleges, and graduates of approved commercial schools who present either diplomas from approved high schools or the equivalent and who have had at least one year's experience in teaching or in business, and other persons presenting evidence of proper fitness and of at least two years of satisfactory experience in teaching or in business, may be admitted to a special elective course of two years. An appropriate certificate will be granted to students who complete such a course. Students who present full equivalents of prescribed courses may be admitted to advanced standing; in most cases the study must have included some professional work.

CONDITIONS OF GRADUATION

The following is quoted from the regulations of the State Department of Education for the administration of the normal schools:

> Each student who has faithfully and honorably completed a full course of study in a normal school, shall, upon recommendation of the principal of the school, and with the approval of the commissioner, receive a diploma of graduation or a degree. Graduates of standard colleges or normal schools may receive a diploma from the elementary or junior high school departments upon the completion of a satisfactory year's work. No diploma or degree will be given until (1) all required work shall have been accomplished and (2) for students entering in 1922 and thereafter, a rank of C or better is secured in seventy-five per cent of the final marks in the curriculum.

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

THE OBSERVATION AND TRAINING DEPARTMENT

The Elementary Department. — In co-operation with the school committee of the city of Salem, the normal school maintains a training school, beginning with a kindergarten and fitting pupils for the high school. The training school is conducted in a modern building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for printing, bookbinding, the practical arts, and the household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory which the normal school students are taught. A considerable part of the instruction in the training school is either supervised

TRAINING SCHOOL BUILDING

or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

In preparing students for responsible practice teaching, they are brought into contact with the training school during their first year in the normal school. Observation of teaching is carefully directed by the different grade supervisors; written reports of different types of lessons taught by the supervisors are made by the students; and students participate in such school activities as seem feasible. Students are given the opportunity for such a series of directed observation lessons in as wide a range of grades as possible. General problems of classroom procedure are discussed with them by the director. The aim of the work is to develop a feeling for the problems of teaching, some familiarity with its technique, and some intelligent notion on the part of students of where they would like to do their practice teaching.

Students in their senior year are assigned to the training school for a ten-week term of full-time practice teaching under the direction of supervising teachers who are responsible for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relation to the rest of the elementary school system. Seniors also secure a considerable amount of additional experience in teaching as substitutes in Salem and in other towns and cities in the vicinity of the school.

The Junior High School Department. — Those students who are preparing to teach in the junior high school are required to have at least twenty weeks of practice. In the second year of the course each is assigned to one of the grades in the training school for a period of ten weeks. The practice in the senior year, for an equal period, includes teaching in the seventh and eighth grades in the training school, and in the junior high schools of Lynn, Chelsea, and Somerville. In these schools the practice is carried on under the personal supervision of the director of the training department, and the teachers and supervisory officers of the several schools.

The Commercial Department. — The necessary opportunity for observation and practice teaching for students in this department is afforded in approved high schools with which arrangements for supervision have been made.

Students are required to spend one-half of the third year of the course in office work, for pay, under actual business conditions, in positions which have been approved by the school; and their work in these positions must be of such a character, both in quality and in variety, that it may be accepted for credit toward the degree of the department. In accordance with the rule of the Department of Education, this half year of practical experience must be completed not less than one year prior to the end of the school course.

CURRICULA FOR ELEMENTARY, JUNIOR HIGH SCHOOL, AND COMMERCIAL DEPARTMENTS

A. Elementary Department

Designed for students preparing to teach in the first six grades of elementary schools
A period is forty-five minutes in length

Name and Number of Course	Number of Weeks	Periods Weekly of —		
		Recitation	Laboratory or Teaching	Outside Preparation
First Year				
English Language 1	28	2	–	2 to 3 hours
English Language 8 / English Language 9 / Literature 1	38	3	–	4 hours
Arithmetic 1	38	3	–	2 to 3 hours
Geography 1	38	3	Occasional field trips	3 hours
History and Social Science 1	10	2	–	2 hours
	38	2	–	2 hours
Music 1	38	1	–	1 hour
Music 4	38	1	–	None
Education 1	38	2	–	2 hours
Library Study	19	1	1	1 hour
Drawing 1 / Crafts 1	38	2	–	1 hour
Physical Education 1	38	–	2	1 hour
Education 11	19	1	1	1 hour
		20	3	19 to 21 hours
Second Year				
English Language 2	28	2	–	2 hours
Literature 2	28	2	–	2 to 3 hours
History and Social Science 2	28	2	–	2 hours
Physical Education 4	28	2	–	2 hours
Music 2	28	1	–	1 hour
Music 4	28	1	–	None
Education 2	28	1	–	2 hours
Education 9	28	1	–	1 hour
English Language 10	28	2	–	1 hour
Nature Study	28	4	–	4 hours
Physical Science 1	28	2	–	2 hours
Drawing 2 / Crafts 2	28	3	–	2 hours
Physical Education 2	28	–	2	1 hour
Education 6	10	–	Entire time	15 hours
Education 13[1]	10	4[1]	–	4 hours
Education 12[2]	28	1[2]	–	1 hour
		23 or 24	2	22 to 24 hours

[1] In conjunction with Education 6.

[2] Elective.

In April of each year an opportunity is given to members of the first-year class to elect the junior high school course, and to members of the second-year class in that course to elect the group of subjects to be pursued by each in the third year; in every case the election is subject to the approval of the principal. After this date no change in course may be made except for imperative reasons which could not have been foreseen. No course will be given unless there is a sufficient demand to warrant its maintenance.

B. Junior High School Department

Designed for students preparing to teach in grades 7 and 8 and in junior high schools

Name and Number of Course	Number of Weeks	Periods Weekly of —		
		Recitation	Laboratory or Teaching	Outside Preparation
First Year				
Identical with first year of A[1]				
Second Year				
English Language 3	28	2	–	2 hours
Literature 3	28	2	–	2 to 3 hours
Arithmetic 2	28	2	–	1 to 2 hours
Geography 2	28	2	Occasional field trips	2 hours
History and Social Science 3	28	2	–	2 hours
Music 3	28	1	–	1 hour
Music 4	28	1	–	None
Biological Science 1	28	4	–	4 hours
Physical Science 2	28	2	–	2 hours
English Language 11	28	2	–	1 hour
Drawing 3 | Crafts 3 /	28	3	–	2 hours
Physical Education 3	28	–	2	1 hour
Education 7	10	–	Entire time	15 hours
Education 13[2]	10	4[2]	–	4 hours
Education 12[3]	28	1[3]	–	1 hour
		23 or 24	2	20 to 23 hours
Third Year				
Group I. Elect approximately 25 periods from the following:				
English Language 4	28	2	–	2 to 3 hours
Literature 6	28	3	–	3 to 4 hours
Literature 7	28	2	–	2 to 3 hours
Music 4	28	1	–	None
Education 3	28	3	–	3 hours
Education 9	28	1	–	1 hour
Physical Education 5	28	2	–	2 hours
History and Social Science 4	28	4	–	4 hours
Arithmetic 4	28	3	–	2 to 3 hours
Geography 7	28	3	–	3 hours
Drawing 4 | Crafts 4 /	28	4	–	2 hours
Physical Education 7	28	1	–	None
Education 7	10	–	Entire time	15 hours
or		–	–	–
Group II: Elect approximately 25 periods from the following:				
English Language 4	28	2	–	2 to 3 hours
Literature 7	28	2	–	2 to 3 hours
Music 4	28	1	–	None
Education 3	28	3	–	3 hours
Education 9	28	1	–	1 hour
Physical Education 5	28	2	–	2 hours
Geography 3	28	5	–	5 hours
Biological Science 2	28	3	–	3 hours
Physical Science 3	28	–	6	–
Physical Education 7	28	1	–	None
Education 7	10	–	Entire time	15 hours
Literature 6	28	3	–	3 to 4 hours
Drawing and Crafts 4	28	4	–	2 hours
		–	–	–

[1] Except that students in this course will be in a division by themselves and the work will be considered from the standpoint of the junior high school.

[2] In conjunction with Education 7.

[3] Elective.

C. Commercial Department

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools and leading to the degree of bachelor of science in education

Name and Number of Course	Number of Weeks	Periods Weekly of —	
		Recitation	Outside Preparation
First Year			
English Language 5	38	2	2 hours
Shorthand 1 or 7	38	4	5 hours
Typewriting 1	38	4	None
History and Social Science 7	38	3	3 hours
Geography 4	38	2	2 hours
General Science	38	2	2 hours
Bookkeeping 1	38	3	4 hours
Education 4	38	2	3 hours
English Language 12	38	1	1 hour
Physical Education 6	38	1	1½ hours
Music 4	38	1	None
Physical Education 7	38	1	None
		26	24 hours
Office Training 1[1]	38	6	3 hours
English Language 17[1]	38	2	2 hours
Second Year			
English Language 6	38	2	2 to 3 hours
Shorthand 2 or 8	25	3	3 hours
Typewriting 2	25	3	1 hour
Office Training 2	13	6	3 hours
History and Social Science 10	38	2	2 hours
Arithmetic 3	38	2	3 hours
Geography 6	38	4	4 hours
Bookkeeping 2	38	3	4 hours
Education 10	19	3	4 hours
Salesmanship 1	19	3	3 hours
Music 4	38	1	None
Physical Education 7	38	1	None
		24	23 to 26 hours
Third Year			
Literature 5	19	2	2 hours
History and Social Science 9	19	3	3 hours
History and Social Science 8	19	3	3 hours
Business 1	19	3	3 hours
Business 2	19	3	3 hours
Salesmanship 2	19	4	4 hours
English Language 15	19	2	2 hours
Music 4	19	1	None
Business 6 and either	19	–	–
Business 3	19	2	2 hours
Bookkeeping 6 or	19	3	3 hours
Shorthand 6	19	3	4 hours
Typewriting 6	19	3	None
		26 or 27	25 or 24 hours

[1] Under certain conditions, these courses may be substituted for Shorthand 1 or 7 and Typewriting 1. See pages 15 and 25.

C. Commercial Department — Concluded

Name and Number of Course	Number of Weeks	Periods Weekly of —	
		Recitation	Outside Preparation
Fourth Year			
Literature 4	28	2	2 to 3 hours
English Language 7	38	1	1½ hours
Shorthand 3 or 9	28	3	3 hours
Typewriting 3	28	3	2 hours
English Language 16	28	1	1 hour
History and Social Science 11	28	2	2 hours
English Language 13 and 14	28	2	2 hours
Bookkeeping 3	28	4	4 hours
Education 5	28	2	3 hours
Music 4	28	1	None
Education 8 and either	10	–	–
Business 4	28	2	2 hours
Business 5	28	2	2 hours
Business 7 or	28	2	2 hours
Office Training 3	28	4	6 hours
		27 or 25	26½ to 27½ hours

Courses for elementary school teachers are marked A; for junior high school teachers, B; for commercial teachers, C.

ENGLISH LANGUAGE

English Language 1. (A, B) Preparation for teaching English in the first six grades. Discussion, reading, written work, criticism, conference. — Miss FitzHugh.

First year. Twenty-eight weeks, two recitations and two to three hours of preparation weekly.

Forms of composition, paragraph, sentence, and correct use of words studied intensively to guide students in preparing work for teaching. Emphasis on accurate and systematic habits of study and presentation. A portion of year devoted to studying and preparing type lessons.

English Language 2. (A) Teaching of English in the first six grades Discussion, reading, written work, conference. — Miss Fowler.[1]

Second year. Two recitations and two hours of preparation weekly.

Definite lesson plans for each grade, illustrating different lines of work: practice in adapting stories and other material for use in schools; study of good language books and books on the teaching of English.

Considerable training in criticizing the plans of other students and in discussing them with the writer and with the teacher.

English Language 3. (B) Teaching of English in Grades 7 and 8 and in junior high school. — Miss Fowler.[1]

Second year. Two recitations and two hours of preparation weekly.

Discussion of subject-matter and methods of training in use at present; selection and organization of material to accomplish definite aims in language and composition; a systematic and typical course of lessons worked out for one of the upper grades.

English Language 4. (B) Composition. Discussion, reading, themes, criticism, conference. — Miss Fowler.[1]

Third year. Two recitations and two to three hours of preparation weekly.

Aim: to give advanced instruction in English, and training in oral and written composition. An effort will be made to correlate this training with that of other departments, especially in literature, history, education, hygiene, and geography.

[1] Temporary instructor.

English Language 5. (C) Rhetoric and composition. Themes, criticism, dictation, correction of papers, conference. — Miss Fowler.[1]
First year. Two recitations and two hours of preparation weekly.

Study of the paragraph; the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

English Language 6. (C) Exposition, description, narration.—Miss Fowler.[1]
Second year. Two recitations and two to three hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition; guidance in reading for recreation. Many short and frequent long themes; training in securing and holding the attention of the class by reading aloud; giving abstracts of stories and of other reading; criticism; discussion. Aims: clear, full, and interesting presentation.

English Language 7. (C) Business English and correspondence. —
Fourth year. One recitation and one and one-half hours of preparation weekly.

Aim: to give the student a thorough training in business letter-writing. The work of the second half year includes telegrams, cablegrams, postal service, and printers' marks.

English Language 8. (A, B) Methods of teaching reading in grades 1 and 2. — Miss Porter.
First year. Twelve weeks. Two recitations and two hours preparation weekly.

A course dealing with the "learning to read" stage, and phonetics.

English Language 9. (A, B) Reading and story telling. — Miss Porter.
First year. Twenty-six weeks. Two recitations and two hours of preparation weekly.

A course in the technique of reading and story telling which aims to meet both the personal and the professional needs of the student. The reading problems of grades 3 to 6, inclusive, are emphasized by means of observation, discussion, and practical plan-making.

English Language 10. (A) Practice and methods course in penmanship for teachers of the first six grades. — Mr. Doner.
Second year. Two recitations and one hour of preparation weekly.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing the maximum of results in the minimum of time.

English Language 11. (B) Practice and methods course in penmanship for teachers in grades 7 and 8 and junior high school. — Mr. Doner.
Second year. Two recitations and one hour of preparation weekly.

Aims and methods as in English Language 10.

English Language 12. (C) Beginner's course in penmanship. — Mr. Doner.
First year. One recitation and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

English Language 13. (C) Advanced course in penmanship to perfect form and control of movement. — Mr. Doner.
Fourth year. One recitation and one hour of preparation weekly.

Training to write well on paper and on the blackboard.

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[1] Temporary instructor.

English Language 14. (C) Methods course in penmanship for teachers in commercial departments of high schools and for supervisors of penmanship in the grades. — Mr. Doner.
Fourth year. One recitation and one hour of preparation weekly.

Blackboard writing; pupils required to give demonstration lessons before class; class discussion of the best methods for securing results.

English Language 15. (C) Penmanship. — Mr. Doner.
One-half of third year. Two recitations and two hours of preparation weekly.

Application of penmanship to various uses in office work.

English Language 16. (C) Parliamentary procedure and public speaking. — Mr. Sproul.
Fourth year. One recitation and one hour of preparation weekly.

The conduct of public assemblages, speech composition, forms of public address, persuasion, processes of argument and refutation.

English Language 17. (C)
First year. Two recitations and two hours of preparation weekly.
Students entering with satisfactory knowledge and skill in shorthand and typewriting may substitute this course with Office Training 1 for Shorthand 1 or 7 and Typewriting 1.

LITERATURE

Literature 1. (A, B) Children's literature. — Miss Porter.
First year. Thirty-eight weeks. One recitation and two hours of preparation or observation weekly.

Aims: to lead to an acquaintance with and appreciation of subject-matter; to give an opportunity to study its use in the first six grades of the elementary school; and to give practice in selecting and organizing material for use in these grades.

Literature 2. (A) Appreciation of Literature. — Miss Harris.
Second year. Two recitations and two to three hours of preparation weekly.

This course aims to broaden the student's appreciation of literature and to give him help in selecting books for his general reading. Both standard and current writers are studied. The topics covered are: the enjoyment of poetry; how to tell a good novel; the selection of biographies and other books of inspiration. Each student chooses his own subject and writes during the year three long themes suggested by the main topics of the course.

Literature 3. (B) Teaching of literature in grades 7 and 8 and junior high school. — Miss Harris.
Second year. Two recitations and two to three hours of preparation weekly.

This course, which takes up methods of classroom work, embraces studies in poetry, in popular stories and standard books, together with the means of arousing in children an appreciation for literature and of cultivating in them the habit of reading good books.

Literature 4. (C) General literature. — Miss Harris.
Fourth year. Two recitations and two to three hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors, and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

Literature 5. (C) Commercial literature. — Mr. Whitman.
One-half of third year. Two recitations and two hours of preparation weekly.

A study is made of the best of the current literature that deals with commercial and industrial conditions and activities. It is believed that some of the literature of this field is worthy of developing an appreciation for literature in general; at the same time it acquaints the student with the problems, ideals and significance of the wide field of commerce, in order that he may become a more intelligent high school teacher of commercial subjects.

LITERATURE 6. (B) ADVANCED COURSE IN TEACHING LITERATURE. — Miss HARRIS.
Third year. Three recitations and from three to four hours of preparation weekly.

This course is for students who wish to specialize in teaching literature in the junior high school. It aims to give a background for the work, and is, therefore, largely academic. The subjects covered are: the technique of the drama, present tendencies of the theatre, Shakespere for the junior high school; the great epics; ballads and other forms of lyrical poetry; some popular prose writings; the course of study.

LITERATURE 7. (B) STUDIES IN LITERARY MOVEMENTS. — Miss HARRIS.
Third year. Two recitations and two to three hours of preparation weekly.

The aim of this course is not only to make the student familiar with some of the great masterpieces of literature, but to deepen his appreciation of significant changes in literary and social ideals. The subjects covered are: the short story, from Hawthorne to O. Henry; the development of the English novel, from the eighteenth century to the present day; the new poetry in its relation to standard forms; current essays.

LIBRARY STUDY

LIBRARY STUDY. (A, B) A COURSE IN THE TECHNICAL KNOWLEDGE AND USE OF LIBRARIES. — Miss SMITH.
One-half of first year. One recitation, one laboratory or conference period and one hour of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books and libraries. Topics: decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

HISTORY AND SOCIAL SCIENCE

HISTORY AND SOCIAL SCIENCE 1. (A, B) METHODS OF TEACHING HISTORY IN THE ELEMENTARY SCHOOL. — Miss FITZHUGH.
First year. Two recitations and two hours of preparation weekly for twenty-eight weeks; four recitations and four hours of preparation weekly for ten weeks.

Discussion of aims and courses of study. Working acquaintance with the illustrative material of the field. Lesson planning, projects. Field trips.

HISTORY AND SOCIAL SCIENCE 2. (A) Miss CRUTTENDEN.
Second year. Two recitations and two hours of preparation weekly.

First half year. Methods in teaching history in the first six grades: Discussion of aims and courses of study. Lesson planning. Projects. Socialized recitation. Standardized tests as applied to history. Field trips. Observation in the grades. Practice teaching.
Second half year. Methods in teaching community civics in the first six grades: Discussion of aims, methods, courses for first six grades. Close correlation with other subjects. Emphasis on the practical side, showing how under proper guidance pupils may profitably assume the responsibility of their conduct at work and at play, in school and at home. Field trips. Discussion of books and material available. Building up a civics library and laboratory.

HISTORY AND SOCIAL SCIENCE 3. (B) METHODS IN TEACHING HISTORY AND SOCIAL SCIENCE IN GRADES 7 AND 8 AND JUNIOR HIGH SCHOOL. — Miss CRUTTENDEN.
Second year. Two recitations and two hours of preparation weekly.

Study of aims and courses of study. Practice in lesson planning, projects, question formation, debates. The place of the textbook. Collateral reading. Field trips.

HISTORY AND SOCIAL SCIENCE 4. (B) COMMUNITY CIVICS IN GRADES 7 AND 8 AND JUNIOR HIGH SCHOOL. — Miss CRUTTENDEN.
Third year. Four recitations and four hours of preparation weekly.

First half year. Study of aims, courses of study, textbooks. Making a community civics laboratory and library. Field trips. Practical application of good citizenship in the school, home, community. Junior Red Cross, Boy Scouts, Girl Scouts. Vocational civics.

THE LIBRARY

Second half year. Problems in present-day democracy. Work based on current newspapers and magazines. Practice in looking up and becoming acquainted with local, State, national, international theories and practices. Throughout the course emphasis is placed on material that is usable in junior high school, and how it may be used.

History and Social Science 7. (C) History of commerce. — Miss Cruttenden.
First year. Three recitations and three hours of preparation weekly.

Survey of field of commerce from ancient times to the present. Special emphasis on emergence of present-day problems from past inheritances. Study of causes and effects. Stress on the importance of commercial relations to a people's progress and to their institutions at all times.

History and Social Science 8. (C) Economics. Contemporary economic problems. — Miss Cruttenden.
One-half of third year. Three recitations and three hours of preparation weekly.

Principles of economics. Emphasis on the theoretical side with practical application whenever possible.

History and Social Science 9. (C) Commercial law. — Mr. Phillips.
One-half of third year. Three recitations and three hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the pupil with some of the more common requirements of business laws.

History and Social Science 10. (C) Present-day problems. — Miss Cruttenden.
Second year. Two recitations and two hours of preparation weekly.

A study of current news. Work based on newspapers and magazines, with discussions concerning policies of papers, methods of getting news, publicity, public opinion. Opportunity will be given for individual investigation of some present-day problems, with emphasis on their industrial and commercial phases.

History and Social Science 11. Contemporary economic problems. — Mr. Sproul.
Fourth year. Two recitations and two hours of preparation weekly.

Contemporary economic problems carried through type studies, current literature and personal investigation.

EDUCATION

Education 1. (A, B) Applied psychology and pedagogy. — Mr. Goodale.
First year. Two recitations and two hours of preparation weekly.

A study of the mind and the common laws governing its working and control. Planned to precede Education 2 and 3, and designed to give a knowledge of the functions and development of the mental processes and the means of acquiring knowledge. Lessons are observed in the practice school in order to see the exemplification of principles or types of lessons studied. Besides serving as an introduction to the teaching process, its purpose is to awaken an interest in the student's own mental life, and cultivate a more appreciative understanding of his associates.

Education 2. (A) Pedagogy. — Mr. Goodale.
Second year. One recitation and two hours of preparation weekly.

General and specific aims of education; the psychology, pedagogy, and testing of subjects taught in elementary grades; problems of school administration, including discipline and control, classroom management, grading and promotion; vocational guidance; current educational problems.

Education 3. (B) Mr. Moody.
Third year. Three recitations and three hours of preparation weekly.

The larger problems of educational psychology: changes to be made in human beings; agencies employed in making these changes; variations in the capacities which human beings possess for acquiring the changes; economic methods by which the changes may be brought about. A discussion of differentiated curricula, special classes; technique of educational and intelligence tests; efficiency of school methods; remedial instruction for deficiencies discovered through the use of tests; psychology of school subjects.

Education 4. (C) Psychology and personal efficiency. — Mr. Goodale.
First year. Two recitations and three hours of preparation weekly.

The course aims to give an understanding of the fundamental laws which govern mental activity, and directs the application of such laws to the end that the student may in some degree consciously acquire economical methods in his study-work, and increased efficiency in his response to his general environment.

Education 5. (C) Pedagogy and its application in commercial teaching. — Mr. Goodale.
Fourth year. Two recitations and three hours of preparation weekly.

The course embraces a brief summary of the history of commercial education in the United States; the place of commercial training in the high school; recent surveys; present status and tendencies; the organization and administration of a commercial department; the duties of a director; and special methods in the teaching of the technical commercial subjects.

Education 6. (A) Practice teaching.
Second year. Ten weeks, thirty periods weekly.

Education 7. (B) Practice teaching.
Second and third year. Ten weeks, thirty periods weekly.

Education 8. (C) Practice teaching.
Fourth year. Ten weeks, thirty periods weekly.

Education 9. (A, B) Pedagogy. — Mr. Pitman.
Second year of elementary course; third year of intermediate course. One recitation and one hour of preparation weekly.

The ends and aims of education; contemporaneous problems in elementary and secondary education; special investigations and reports; school organization and administration; school laws of Massachusetts; professional ethics.

Education 10. (C) Educational psychology. — Mr. Sproul.
Second half of second year. Three recitations and four hours of preparation weekly.

A study of the growth and the possibility of development of various mental processes. The aim is to present those facts and principles which have direct application to the problems of teaching, to inspire the student to a study of their application, and to develop the psychological basis of method.

Education 11. (A) Observation and participation in the training school. — Mr. Moody and the several critic teachers.
One-half of first year. One recitation, one laboratory period and one hour of preparation weekly. This is in addition to the observation which is carried on in the training school under the direction of the instructors in the several courses in the normal school.

The aim is to introduce the student to the problem of teaching through the study of the organization of the routine of the classroom, the program, attendance and other problems; the observation and the discussion of the teaching of the supervisors; and such participation in the work of the training school as seems feasible.

Education 12. (A, B) A study of the improperly graded child. — Miss Walker.
Second year. One recitation and one hour of preparation weekly. Elective.

This course is intended to better acquaint the teachers of elementary and junior high schools with problem cases they will inevitably meet.
Individual differences in the brightness and dullness of children. State laws for the establishment of special classes; history and function of such classes; identification and selection of children improperly graded; organization and equipment of special classes; methods of training.

Education 13. (A, B) — Mr. Moody.
Second year. Four recitations and four hours of preparation weekly. Given in conjunction with Education 6 (A) and Education 7 (B).

Problems growing out of teaching: problem of discipline; economy of classroom management; selection and organization of subject-matter; methods of teaching, the project method,

socialized recitation, etc.; reconsideration of the psychology of how children learn, the laws of learning; building on pupils' past experiences; putting pupils in a favorable frame of mind; interests; making responses automatic; adapting instruction to individual differences.

MUSIC

Music 1. (A, B) Elementary music. — Mr. Archibald.
First year. One recitation and one hour of preparation weekly.

Voice training, music reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school. Melody writing as a means of illustrating the various problems is required.

Music 2. (A) — Mr. Archibald.
Second year. One recitation and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades, and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, and part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made.

Music 3. (B) — Mr. Archibald.
Second year. One recitation and one hour of preparation weekly.

In addition to the work of Music 2 some of the problems of the junior high school are studied.

Music 4. (A, B, C) Music appreciation and general singing. — Mr. Archibald.
Required of all members of the school. One recitation weekly throughout the course.

Chorus singing, including community music and the study of standard choruses. Students receive instruction in the use of the baton and in chorus conducting. During the year several concerts and lectures are given by professional musicians.

ART

Drawing and Crafts

Drawing 1. (A, B) A course in drawing, color, design and art appreciation. — Miss True.
One-half of first year. Two recitations and one hour of preparation weekly.

The course is designed to create and foster a knowledge and appreciation of art. There is frequent observation of teaching and methods in the training school. The illustrative work is closely related to other studies in the curriculum. A general review of work experienced or observed in the public schools is included.

Crafts 1. (A, B) A course dealing with simple projects in industrial arts. — Miss True.
One-half of first year. Two recitations and one hour of preparation weekly.

Aims: to train teachers for the first six grades of elementary schools along practical and industrial lines; to give the ability to make, read and apply simple structural drawings and patterns; to use simple hand tools; and to apply this knowledge of craftsmanship to other studies in the curriculum. There is frequent observation of the work in the training school, visits to shops, gardens, etc.

Drawing 2. (A) A course in drawing, color, design, art appreciation and methods of teaching. — Mr. Whitney.
One-half of second year. Three recitations and two hours of preparation weekly.

Aims: to prepare teachers for the first six grades of elementary schools and to cultivate taste and art appreciation. Courses of study are planned and methods of teaching are studied and applied in the actual work in the training school. Blackboard sketching is applied in other studies in the curriculum.

Crafts 2. (A) A course dealing with elementary projects in bookbinding, pottery, weaving, etc. — Mr. Whitney.
One-half of second year. Three recitations and two hours of preparation weekly.

As in the previous course the aims are: the ability to make, read and apply structural drawings and patterns to the actual construction of simple projects; the ability to teach such work in the first six grades in the elementary schools; to appreciate purpose and fitness and good structural design; and to apply these to all industrial work.

Drawing 3. (B) — Mr. Whitney.
One-half of second year. Three recitations and two hours of preparation weekly.

This course includes harmonics of color to be applied to school projects, the interior of the schoolroom or home; plans and color schemes for flower gardens, etc.; decorative and structural design; pictorial drawing involving principles of foreshortening and convergence; picture study; nature drawing; and blackboard sketching.

Crafts 3. (B) — Mr. Whitney.
One-half of second year. Three recitations and two hours of preparation weekly.

A continuation of Crafts 1, consisting of more advanced projects, adapted to the junior high school; observation and practice in modeling, printing, woodworking and the relation of drawing and the crafts to gardening and sewing.

Drawing 4. (B) Methods and practice for students preparing to teach in grades 7 and 8 and the junior high school. — Mr. Whitney.
One-half of third year. Four recitations and two hours of preparation weekly.

Aims: to offer a general survey of the history of architecture, sculpture and painting; to familiarize the pupils with the work required in the higher grades along the lines of drawing, applied design, nature work, etc. The course comprises the preparation and dyeing of papers, reeds and fabrics for the work in industrial arts; the making and application of good designs in form and decoration; the drawing of trees, plants and details studied in the nature course; and the drawing of simple objects and groups in outline, mass and color. The major part of the course is devoted to definite school projects, methods and practice teaching.

Crafts 4. (B) Intended to familiarize the pupil with the courses of study, methods and demands made upon teachers in grades 7 and 8 and the junior high school. — Mr. Whitney.
One-half of third year. Four recitations or shop periods and two hours of preparation weekly.

Observation and practice in mechanical drawing, projection, and development; bookbinding, weaving, modeling, printing, and elementary woodworking. The school and home gardens are planned, drawings made to scale, and the color schemes applied.

Crafts 6. (B) Industrial projects. — Mr. Little.

A garden, comprising half an acre, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to local dealers. This garden is planted, cared for, and the products harvested and marketed, by the boys of the seventh and eighth grades. Normal school students observe and assist in this work.

There is also opportunity for a limited number of students to receive instruction in both woodworking and printing. These courses are elective and are given out of regular school hours.

Crafts 8. (A, B, C) Cooking and Sewing. — Miss Hyde.

The cooking course is designed to give a general knowledge of the principles of cooking, food values, preparation of foods, and serving of simple meals.

The purpose of the sewing course is to teach the student practical application of hand and machine sewing in making simple garments.

These courses are elective and are given out of regular school hours.

Gardening 1. (A) — Miss Goldsmith.
Second year. Constitutes the work in nature study for the spring months.

Aim: to give practical experience in garden work and acquaint the student with methods and devices for carrying on school and home gardens.

Gardening 3. (B) — Miss Goldsmith.
Second year. Constitutes the work in nature study for the spring months.

Aim: to give experience in garden planning and the growing of common crops. Methods of cultivation and the care of both vege ables and flowers receive attention.

Gardening 2. (B) — Miss Goldsmith.
Third year. Constitutes the work in nature study for the spring months.

Fulfills practically the same conditions as Gardening 1 (A), except that special attention is given to kinds of work required in grammar grades or the junior high school.

BOOK BINDING

ARITHMETIC

ARITHMETIC 1. (A, B) METHODS OF TEACHING PRIMARY ARITHMETIC. — Miss STONE.
First year. Three recitations and two to three hours of preparation weekly.

This course takes up methods of teaching arithmetic to children in the first six grades of the elementary school. Such topics as the following are studied: aim of work; development of the idea of number; logical and psychological arrangement of subject-matter; outlining topics; preparation of lessons; means of securing skill in computing; studies in application.

ARITHMETIC 2. (B) METHODS OF TEACHING ARITHMETIC IN GRADES 7 AND 8 AND IN THE JUNIOR HIGH SCHOOL. — Miss STONE.
Second year. Two recitations and one to two hours of preparation weekly.

In this course is given a thorough review of the teaching of the essential processes in arithmetic, together with a study of common business and industrial applications of the subject.

ARITHMETIC 4. (B) TEACHING MATHEMATICS IN THE THIRD YEAR OF THE JUNIOR HIGH SCHOOL. — Miss STONE.
Third year. Three recitations and two to three hours of preparation weekly.

This course is intended for students who wish to teach mathematics in the third year of the junior high school. It takes up phases of geometry, algebra, trigonometry, and a study of statistics adapted to the work. Text-books are reviewed and the subject matter covered in a practical way.

ARITHMETIC 3. (C) COMMERCIAL ARITHMETIC, ADVANCED COURSE. — Miss BADGER.
Second year. Two recitations and three hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high schools.

GEOGRAPHY

GEOGRAPHY 1. (A, B) Human geography and methods for the elementary grades. Miss FLANDERS.
First year. Three recitations, with regular field and laboratory work, and three hours of preparation weekly.

General course in geography showing how man's activities are influenced by the physical factors of his environment, such as relief, climate, and natural resources. Throughout the course, methods of teaching are discussed, with added emphasis in the last part of the year.

GEOGRAPHY 2. (B) CONTINENTAL GEOGRAPHY. — Miss WARE.
Second year. Two recitations and two hours of preparation weekly, with occasional field trips.

This course develops a background for teachers in grades 7 and 8 and the junior high school. The continents are studied to build up a knowledge of their life relations, and to illustrate various methods of approach and treatment. Acquaintance is made with all of the modern textbooks, readers, and manuals, and with other supplementary material.

GEOGRAPHY 3. (B) JUNIOR HIGH SCHOOL GEOGRAPHY. — Miss WARE.
Third year. Five recitations, five hours of preparation, and occasional teaching lessons in the training school. Prerequisites, Geography 1 and Geography 2.

As this course is primarily to prepare students to teach geography courses of the junior high school it includes the following: a study of the great world powers and the problems that confront them; commercial and industrial geography; methods of teaching geography in the junior high school grades; current geography.

GEOGRAPHY 4. (C) GENERAL GEOGRAPHY. — Miss FLANDERS.
First year. Two recitations and two hours of preparation weekly.

This course is designed as a foundation for all subsequent geography courses. A knowledge of the physiographic factors, their relations to each other, the diverse environments of the earth as determined by these relations, and life's responses to these diversities are the fundamentals of the science of geography.

Geography 6. (C) Commercial and industrial geography. — Miss Ware.
Second year. Four recitations and four hours of preparation weekly, with an afternoon every third week for studying a local industry at first hand.

Aim: to prepare students to become teachers of commercial and industrial geography in high schools of New England. A course for high schools is built up and discussed, based upon the four fields of commerce and industry: primary production, transportation, manufacturing or secondary production, and consumption. All modern textbooks on the subject are used for reference, and various illustrative materials are introduced. The industrial countries are particularly studied with especial emphasis upon the United States. Many industries are studied by means of motion pictures.

Geography 7. (B) Junior high school geography. — Miss Ware.
Third year. Three recitations and three hours of preparation weekly, with occasional field trips. Prerequisites, Geography 1 and Geography 2.

Aim: to prepare students to become teachers of geography in grades 7 and 8 and the junior high school. A study is made of regional geography for the seventh grade through the selection and interpretation of the geographic regions of a type continent (usually South America); for the eighth or ninth grades a study is made of industrial and commercial United States, — its place as a world economic power. Considerable attention is paid to the geography of current world events.

SCIENCE

Nature Study. (A) — Miss Goldsmith.
Second year. Four recitations and four hours of preparation weekly.

Occasional papers. Laboratory work given in place of regular preparation or recitation at the discretion of the instructor. The course is intended to give first-hand, working knowledge of the plants and animals of the locality and fit the students to teach nature study in the first six grades. Birds, insects, common mammals, trees, flowers, fruits, seeds, and germination are among the subjects taken. Soils, tillage and fertilizers are studied as an introduction to garden work.
(See Gardening 1 (A).)

Biological Science 1. (B) — Miss Goldsmith.
Second year. Four recitations and four hours of preparation weekly.

A course primarily intended to lay the foundation for Biological Science 2. Field work is done as long as the season permits, and laboratory work during the winter. Project work is carried on throughout the year. Students are made familiar with the plant and animal life common to the community, particular attention being given to the economic aspects. Occasional papers.
(See Gardening 3 (B).)

Biological Science 2. (B) — Miss Goldsmith.
Third year. Three recitations and three hours of preparation weekly.

The course is a continuation of Biological Science 1 (B), and is intended to prepare the student to teach in the grammar grades or the junior high school. It consists of recitations, laboratory and field work, discussions and presentations by the students, with occasional papers. Special emphasis is laid on research work and field trips, and the correlation with other branches of study such as civics, geography, English, and physical science. The consideration of such larger topics as forestry, the natural resources of a community, etc., form an important part of the work. Gardening occupies practically all of the spring term.
(See Gardening 2 (B).)

Physical Science 1. (A) — Mr. Whitman.
Second year. Two recitations and two hours of preparation weekly.

The course is intended to afford a broad outlook over the field of science and an insight into the ways in which science is useful to man. Students report to the class the results of their own individual study. The project method is employed to a large extent.
It is recommended that the students put the major part of their time upon those science projects which are of special interest to them, or which they have exceptional opportunities to study. The natural interests of different individuals will, when brought together, give a course which covers the home, the school, public utilities, industries and the world of nature.

Physical Science 2. (B) — Mr. Whitman.
Second year. Two recitations and two hours of preparation weekly.

This course is organized around the home and community and includes the important science principles involved in the human activities of the environment. Science as training for citizenship, and the relation of science to civics, are given attention. Opportunity for project work by individual students is offered.

Physical Science 3. (B) — Mr. Whitman.
Third year. Three double laboratory periods: equivalent to three hours of class work and three hours of preparation weekly.

This course, with Biological science 2 (B), aims to prepare one to teach general science and hygiene in the junior high school. The work consists largely in laboratory practice, including experiments, preparation of apparatus for demonstration, and devices for teaching in the seventh and eighth grades or first year of high school.

General Science. (C) — Mr. Whitman.
First year. Two recitations and two hours of preparation weekly.

The study of science in everyday life and of science in relation to the arts and industries. Students report on investigations or projects in addition to the formal class work. Many scientific principles involved in common processes are illustrated by demonstration.

PHYSICAL EDUCATION

Physical Education 1. (A, B) Physical training. — Miss Hale.
First year. Two laboratory periods and one hour of preparation weekly.

A course in all phases of physical education is given in the first year to improve the physical condition of the student. Attention is paid to individual needs, which are ascertained from a thorough medical examination given each student upon entrance. Material is also given which is adaptable to elementary school teaching, — gymnastics, folk dancing, and games.

Physical Education 2. (A) Physical training. — Miss Somers.
Second year. Two laboratory periods and one hour of preparation weekly.

One period a week is devoted to work which is for the benefit of the student herself, emphasis being placed on corrective exercises and on the learning of sports which may be followed in later life. In the second period, weekly, the student is given a comprehensive program of work in physical education for the first six grades, with methods and opportunity for practice teaching.

Physical Education 3. (B) Physical training. — Miss Hale.
Second year. Two laboratory periods and one hour of preparation weekly.

The type of work follows that of Physical Education 1. Games, athletics, folk dances, and corrective exercises which are suitable for the child in the junior high school are given, with practice teaching of this work.

Physical Education 4. (A) General hygiene. — Miss Somers.
Second year. Two recitations and two hours of preparation weekly.

A course which aims to give the student a knowledge of the functioning and care of his own body, as well as the newest and best methods of presenting the subject of health to children of the elementary school. The study of communicable diseases, first aid treatment, and correct sanitation of a school building are included.

Physical Education 5. (B) Hygiene and sanitation. — Miss Somers.
Third year. Two recitations and two hours of preparation weekly.

To the work of the preceding course is added those phases of hygiene and sanitation which are of most interest to pupils in the seventh and eighth years of school, such as public health problems, milk and water supply, sewage disposal, and the control of communicable diseases.

Physical Education 6. (C) Personal hygiene. — Miss Somers.
First year. One recitation and one and one-half hours of preparation weekly.

The purpose of this course is to aid the student to form right habits of living, and to gain some knowledge of social hygiene, including family and industrial hygiene.

Physical Education 7. (B, C) — Miss Hale.
Third year of junior high school course and each year of commercial course. One practice period weekly.

The aim of this course is to provide the right kind of regular exercise throughout the school years, to stimulate a love of activity which shall continue after school years, and to develop the posture, physical poise, and alertness of mind and body which are so necessary in the equipment of a teacher.

SHORTHAND

Shorthand 1. (C) Pitman (American Phonography). Introductory course. — Miss Edwards.
First year. Four recitations and five hours of preparation weekly. For alternative course, see Shorthand 7.

Aims: to teach the principles, wordsigns, and phrases of the system thoroughly; to read fluently from copper-plate notes; to develop habits which make for efficiency in taking dictation; and to build up a vocabulary usable at the rate of fifty words a minute.
(For conditional substitute for this course, see English language 17 and Office Training 1.)

Shorthand 2. (C) Pitman (American Phonography). Advanced course. — Miss Edwards.
Two-thirds of second year. Three recitations and three hours of preparation weekly. For alternative course, see Shorthand 8.

Aims: to drill on fundamentals; to develop a word-carrying capacity; to train the student to write from dictation from one hundred to one hundred twenty-five words a minute, and to read back or transcribe accurately.
Office Training 2 is given in conjunction with this course.

Shorthand 3. (C) Pitman (American Phonography). Methods course. — Miss Badger.
Fourth year. Three recitations and three hours of preparation weekly. For alternative course, see Shorthand 9.

Aims: to discuss methods of teaching shorthand, of handling dictation and speed practice, of correlating shorthand and typewriting through transcription and office training; to prepare lists of sources and kinds of supplies and equipment; to work out suggestive courses of study for shorthand and office training; to develop type lesson plans; and to compare textbooks and shorthand systems.

Shorthand 6. (C) Development of amanuensis capacity. — Miss Edwards.
One-half of third year. Three recitations and four hours of preparation weekly.

Further development of individual skill in shorthand writing and its practical applications.

Shorthand 7. (C) Gregg. Introductory course. — Miss Edwards.
First year. Four recitations and five hours of preparation weekly.

May be elected instead of Shorthand 1.

Shorthand 8. (C) Gregg. Advanced course. — Miss Edwards.
Two-thirds of second year. Three recitations and three hours of preparation weekly.

May be elected instead of Shorthand 2.

Shorthand 9. (C) Gregg. Methods course. — Miss Edwards.
Fourth year. Three recitations and three hours of preparation weekly.

May be elected instead of Shorthand 3.

TYPEWRITING

Typewriting 1. (C) Foundation course for beginners. — Miss Badger.
First year. Four laboratory periods weekly.

Aim: to make of each student an accurate touch operator by giving a thorough knowledge of the keyboard and of the use of the various parts of the machine, and by teaching him to write rhythmically. During the last quarter accuracy tests are given.
(For conditional substitute for this course, see English Language 17 and Office Training 1.)

Typewriting 2. (C) Advanced course. — Miss Edwards.
Two-thirds of second year. Three laboratory periods and one hour of preparation weekly.

Letter arrangement, tabulation, legal work, specifications, etc. Special attention is given to speed work and transcription from shorthand notes.

TYPEWRITING ROOM

Typewriting 3. (C) Methods course. — Miss Badger.
Fourth year. Three periods, recitation and laboratory, and two hours of preparation weekly.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered; textbooks are examined and criticized; courses of study, adapted to different groups of students, are planned.

Typewriting 6. (C) Amanuensis typing. — Miss Edwards.
One-half of third year. Three periods weekly in conjunction with Shorthand 6.

Aim: increased excellence and attainment of commercial standards in transcription.

OFFICE TRAINING

Office Training 1. (C) Office appliances. — Miss Edwards.
First year. Six laboratory periods and three hours of preparation weekly.
Students entering with satisfactory knowledge and skill in shorthand and typewriting may substitute this course with English language 17 for Shorthand 1 and Typewriting 1.

Aims: to give the student facility in operating office appliances such as the multigraph, the typesetter, the adding machine, and stencil duplicating devices; and to make and file work reports.

Office Training 2. (C) Stenographic office training. — Miss Edwards.
One-third of second year. Six recitations and three hours of preparation weekly.

Aims: to correlate shorthand and typewriting; to give advanced work in the use of office appliances, in stencil making, and in filing; to acquaint the student with office routine as related to shorthand.

Office Training 3. (C) Secretarial training.
Fourth year. Four recitations and six hours of preparation weekly.

Duties and responsibilities of the private secretary; personal qualifications; the secretary's correspondence, treatment of callers and customers; preparation of reports and outlines; use of graphs and charts; preparation of printed documents; routine business; reference books and sources of information; relation to office force; the secretary as office manager; organizing the work.

BOOKKEEPING

Bookkeeping 1. (C) Introductory course. — Mr. Sproul, Miss Badger.
First year. Three recitations and four hours of preparation weekly.

Aim: to teach elementary principles of accounting, the routine of bookkeeping, and to develop appreciation of business situations and problems.

Bookkeeping 2. (C) Advanced course. — Mr. Phillips.
Second year. Three recitations and four hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work, elements of cost accounting and variations due to form of organization are studied.

Bookkeeping 3. (C) Elementary accounting. — Mr. Phillips.
Fourth year. Four recitations and four hours of preparation weekly.

A comprehensive study of balance sheets and statements of various kinds; a detailed consideration of assets and liabilities, depreciation, reserves, surplus, capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also the study of accounts of non-trading concerns, as societies, clubs, etc. Accounting phases of income tax requirements are studied.

Bookkeeping 6. (C) Cost accounting. — Mr. Phillips.
One-half of third year. Three recitations and three hours of preparation weekly.

This course includes factory cost finding, illustrating production records and their significance; work in the preparation of technical financial reports, business statements and balance sheets.

SALESMANSHIP

SALESMANSHIP 1. (C) RETAIL SELLING. — Mr. SPROUL.
First half of second year. Three recitations and three hours of preparation weekly.

The study of merchandise, store system, store practice, business ethics, employment problems, drill in fundamental operations of selling.
Students will participate in actual selling, in approved stores, during the month between Thanksgiving and Christmas. It is recommended that, when possible, students obtain a month or more of selling experience before taking up the course.

SALESMANSHIP 2. (C) ADVANCED SALESMANSHIP AND ADVERTISING. — Mr. SPROUL.
One-half of third year. Four recitations and four hours of preparation weekly.

Aims: to develop the fundamental principles of salesmanship and to show their application. To study the relation of advertising to the sales department, other departments, and the business as a whole; a general survey of the various departments of advertising, including commercial art, display, engraving; periodicals, house organs and other media; trade-marks, etc.

BUSINESS

BUSINESS 1. (C) BUSINESS ORGANIZATION AND ADMINISTRATION. — Mr. PHILLIPS.
One-half of third year. Three recitations and three hours of preparation weekly.

The study of business as a science; forms of business enterprise; functional divisions of production, sales, accounting and finance; problems of management, labor and its reward; types of internal organization.

BUSINESS 2. (C) ELEMENTS OF BANKING. — Mr. PHILLIPS.
One-half of third year. Three recitations and three hours of preparation weekly.

The economic service of banks and banking systems; classification of banks; the Federal Reserve system; foreign exchange and credit; the detailed study of the internal organization and procedure of a typical bank.

BUSINESS 3. (C) STATISTICS. — Mr. SPROUL.
One-half of third year. Two recitations and two hours of preparation weekly.

The course emphasizes the vital importance of statistics in the conduct of business. It discusses the collection and organization of useful data, and various methods employed in graphic representation.

BUSINESS 4. (C) MARKETING AND FOREIGN TRADE. — Mr SPROUL.
Fourth year. Two recitations and two hours of preparation weekly.

A study of the problems involved in theory and practice, with the means and methods in current use; present tendencies.
The work in foreign trade is intended to acquaint the student with the fundamentals and with the approved technique in the handling of foreign trade documents.

BUSINESS 5. (C) TRANSPORTATION. — Mr. SPROUL.
Fourth year. Two recitations and two hours of preparation weekly.

Aims: to develop a general idea of the importance of transportation to all business activity; to state the problems involved, and to study how they are being met; railroads and the shipping public; development of our railroad systems; classifications; rates; Interstate Commerce Commission.

BUSINESS 6. (C) BUSINESS PARTICIPATION.
One-half of third year.

The full time will be spent in supervised participation in business in places approved by the school. The class will be divided into two sections, one section working in business positions while the other is attending school.

BUSINESS 7. (C) BUSINESS PROBLEMS. — Mr. SPROUL.
Fourth year. Two recitations and two hours of preparation weekly.

An attempt will be made to apply the "scientific method" in the solution of various types of business problems as discovered in accounting, investigations, economic relations, marketing, govermental regulation or control.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders. They do not withhold advice, admonition and reproof, when needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal, two other members of the faculty, and members chosen by each of the several classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Regulations

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Department of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in each house is limited to a small family group.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule are made only for those whose parents wish them to live with relatives or intimate personal friends; but in such cases the parents must first inform the principal of the school of the circumstances, in writing, and receive his approval. No final arrangement for board or room may be made without the previous consent of the principal. No change in room or in boarding place may be made by any student without the previous approval of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven to nine-thirty in the evening from Monday to Thursday, inclusive, should be observed as a period of study. Exceptions to this rule should be made only with the previous approval of the principal. Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house on any evening they should inform their landladies of their plans. Boarding students may not be absent from the city over night without the consent of the principal.

Those persons who receive our students into their homes must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers or matrons in charge of school dormitories. They are therefore expected to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Expenses, Aid, Loan Funds

Expenses. — Tuition is free to all residents of Massachusetts. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 10 and the other half February 1. Textbooks and supplies are free, as in the public schools. Articles used in school work which students desire to own will be furnished at cost. The expense of room and board for two students rooming together, within easy distance of the school, is from seven and one-half dollars each per week upward.

School Restaurant. — A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

State Aid. — To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, financial aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This money is received at the end of each half of the school year.

Loan Funds. — Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

These loan funds were founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Professor Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; to Dr. Walter P. Beckwith, principal from 1895 to 1905 and to Mr. J. Asbury Pitman, principal from 1906 to the present time. The total amount of money now available is about five thousand dollars. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

EMPLOYMENT OF GRADUATES

The demand for teachers for all grades and departments insures immediate employment, at attractive salaries, for all graduates. The necessity for a rate of salary which will command the services of teachers of native ability, thorough training, and a professional attitude toward their work has been generally recognized. Towns and cities have provided for generous increases, and the State, by legislative enactment, has made provision for equalizing, to a considerable extent, educational opportunity through the appropriation annually of a large school fund. A generous proportion of this is used to increase the salaries of teachers in communities whose resources are limited. Graduates of the elementary course may now expect to receive from eight hundred to one thousand dollars for their first year of service; graduates of the junior high school and the commercial courses receive substantially higher salaries.

The principal is constantly called upon to recommend teachers for desirable positions. Correct information from the alumni regarding changes in their posi-

tions and salaries is of the greatest importance to them in securing, through the school, opportunities for professional advancement.

The co-operation of school officials in keeping the principal informed as to the success of the graduates is greatly appreciated by him.

SCHOLARSHIPS FOR GRADUATES

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States. Boston University offers free tuition for one year to one graduate from each of the normal schools of New England, the student to be selected by the faculty of the school.

Practically all New England colleges give suitable credit to graduates of the school for courses taken here. Teachers College of Columbia University, also, is liberal in its attitude towards our alumni who go there for advanced professional study.

NOTICES TO SCHOOL OFFICIALS

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training school at any time and without ceremony. The office is open throughout the summer vacation.

Superintendents and other school officials are requested to send to the school copies of their reports, directories, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent a value of approximately one million dollars, and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly, and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty, and other friends of the school. All these have been selected with great care and artistic judgment, so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and one hundred twenty-four assistant teachers. The development of the practice schools began in 1897, and with them ninety-seven persons have been connected as teachers. Twenty-three teachers are now required in the normal school and thirteen in the training school.

More than eighty-one hundred students have attended the school.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston and Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston and Maine trains can obtain season tickets at half price. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access is free. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

LECTURES AND CONCERTS

The regular courses of instruction are supplemented and enriched by lectures and concerts which are given frequently throughout each year. Following is the program for 1923: —

Concert	Glee clubs of Framingham and Salem Normal Schools
Concert	Glee clubs of Boston University and Salem Normal School
Education for the intelligent use of leisure	Dr. Percival Chubb
Safety first	Mr. Lewis E. MacBrayne
Relations between the east and the west	Dr. Tehyi Hsieh
Beginnings of democracy in Salem	Sidney Perley, Esq.
Some aspects of teacher training	Mr. Frank W. Wright
Health conference	State Departments of Health and Education
For what do we live?	Mr. Edward Howard Griggs
The education of the subnormal child	Dr. Walter E. Fernald
The personal equation	Mr. William McAndrew
Absaroka National Forest	Mr. Harlan P. Kelsey
Commencement address: The use of leisure time	Mr. Henry Turner Bailey
The teacher: what she should stand for	Mrs. Josephine Corliss Preston
The voice and the body in public speaking and acting	Mr. Irvin L. Potter
Education in the Philippines	Miss Miriam A. Tighe
Some scientific aspects of education	Mr. Alfred L. Hall-Quest
Experiments in education	Dr. Edward S. Evenden
The Junior Red Cross	Miss Elizabeth D. Fisher

Tickets for the concerts of the Boston Symphony Orchestra are obtained for students upon application.

Picture Exhibitions and Lectures

For several years the school has been utilizing the reflectoscope, the stereopticon, and the motion-picture machine to attain educational ends. Nearly every subject taught in the school is served by these pictures. The fields of geography are particularly well covered. Talks on the pictures as they are shown are given usually by members of the faculty, but occasionally they are given by students or lecturers from outside the school.

MAIN APPROACH TO NORMAL SCHOOL

THE MUSICAL CLUBS

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra is also one of the musical activities of the school.

THE ART CLUB

The art club is an organization comprised of pupils of the school who desire to pursue the study of art to a more advanced degree than the art courses permit. At the regular meetings work is done along industrial lines, which also includes more or less of the fine arts. There are walks for the study of various types of architecture; visits to the Museum of Fine Arts and studios in Boston; sketching trips during the spring months; and papers by the members of the club. A course of lectures is arranged for each season.

THE JOHN BURROUGHS CLUB

This club is organized for the students of the nature study classes who are particularly interested in this work and who wish to gain a wider acquaintance with the out-of-doors than is possible in the regular course. Field trips and personal observations are the most important activities, but excursions are made to museums and collections of note, and the making of bird feeders, nesting boxes or shelters, and bird baths also forms part of the work. Talks are frequently given by members of the club or their friends. Regular meetings are held once in two weeks.

THE CIVICS CLUB

The Civics Club was established to furnish an opportunity for the entering class to study matters of civic interest and to have informal discussions on these subjects; to take trips to the Legislature and other civic meetings; and to do something helpful for the school. Each year outside speakers lecture. The club occasionally conducts patriotic exercises, prepares exhibitions of civic material, and presents a gift to make the building more attractive. Some meetings are purely social, and at others sewing is done for philanthropic organizations of the city.

THE DRAMATIC CLUB

The Dramatic Club is an organization comprised of a carefully selected group of students who are interested in studying the drama and who show some evidence of ability in producing plays. The purpose of the club is to study the development of the drama, with emphasis on its modern aspects. This includes a consideration of actors, authors, and stagecraft. At each regular meeting a reading of a short play or parts of a play make up the program, aiming toward the culmination of a more ambitious production later in the school year. Interesting trips are made to Boston to see some of the best plays.

THE COMMERCIAL CLUB

The purpose of this club is to promote interest in commercial work and in the teaching of commercial subjects, especially along the lines of shorthand, accounting, and general business.

THE TENNIS CLUB

The Tennis Club is open to all members of the school. Its purpose is to promote a greater interest in tennis. At the close of each season a tournament is held and cups are awarded to the successful contestants.

THE HORACE MANN CLUB

This organization extends its membership to all of the men students of the school. It aims to promote the social, educational and cultural welfare of its members by means of social events, lectures and discussions. The lectures are given by leaders in their vocations or avocations, and the subjects are usually of a professional nature. The club endeavors to promote a good school spirit among all the students and to co-operate in any movement which is for the welfare of the school as a whole.

OFFICERS OF THE CLUBS

Glee Club

Marion E. Smith	*Secretary*
Lucy I. Wishman	*Treasurer*
Dorothy M. Donovan	*Librarian*
Miriam O. Garland	*Assistant Librarian*
Fred W. Archibald	*Director*

Orchestra

Daniel J. Keegan	*Leader*

Art Club

Joseph E. Henry	*President*
Gertrude L. Kirby	*Vice-President*
Eunice R. Auger	*Secretary*
M. Ruth Hale	*Treasurer*
C. Frederick Whitney	*Faculty Advisor*

John Burroughs Club

Harriet M. Frost	*President*
Margaret L. Corbet	*Vice-President*
Ruth A. Kelter	*Secretary*
Marion A. Dealy	*Treasurer*
Gertrude B. Goldsmith	*Faculty Advisor*

Dramatic Club

Anna H. Kiely	*President*
Anna E. Finn	*Vice-President*
Margaret J. Sheedy	*Secretary*
Lucile E. Downs	*Treasurer*
Evie H. Sawyer	*Chairman of Program Committee*
Helen M. Quinn	*Chairman of Play Committee*
Maud L. Harris	*Faculty Advisor*

Civics Club

Charles E. Parziale	*President*
Josephine M. Horgan	*Vice-President*
Florence E. Hollingsworth	*Secretary*
Esthyr D. Norton	*Treasurer*
Lena G. FitzHugh	*Faculty Advisor*

Tennis Club

Esthyr D. Norton	*President*
Elizabeth G. Holmes	*Vice-President*
Frances M. Johnson	*Secretary*
Josephine M. Horgan	*Treasurer*
Walter G. Whitman	*Faculty Advisor.*

Commercial Club

Eileen M. Fitzhenry	*President*
Walter D. Murphy	*Vice-President*
Catherine G. Powers	*Secretary*
Amelia H. Voigt	*Treasurer*
W. Ray Burke	*Sergeant at Arms*
Alexander H. Sproul	*Faculty Advisor*

Horace Mann Club

—— ——	*President*
—— ——	*Vice-President*
—— ——	*Secretary*
—— ——	*Treasurer*

Athletic Association

Joseph J. Bevins	*President*
Arthur J. McCarthy	*Vice-President*
James L. Higgins	*Secretary*
Daniel A. Manley	*Treasurer*
John V. Flaherty	*Coach*

Advisory Board

J. Asbury Pitman	*Principal*
Alexander H. Sproul	*Faculty Manager*
Myron R. Hutchinson	*Graduate*

OFFICERS OF THE SENIOR CLASS

George K. Coyne	*President*
Alice L. O'Sullivan	*Vice-President*
Marion I. Duffet	*Secretary*
Marion R. Charles	*Treasurer*

MEMBERS OF THE SCHOOL COUNCIL

J. Asbury Pitman	*Faculty*
Alice H. Edwards	
Albert O. Goodale	
George K. Coyne	*Senior Class*
Harriet M. Frost	
Mildred L. Bradshaw	
Henry M. Garvey	*Freshman Class*
Eileen H. Tufts	
Daniel F. Harrigan, Jr.	

Register of Students

1923-1924

GRADUATES — CLASS CIX — JUNE 15, 1923

Elementary Course — Two Years

Anderson, Marjorie Arlene	Durango, Col.
Bacon, Helen Maude	North Saugus
Baggs, Susie Mildred	Chelsea
Bailey, Mildred Richardson	Lynn
Barry, Eileen Alphonsus	Cambridge
Berman, Sadie	Malden
Bradley, Katherine Marion	Cambridge
Brown, Eleanor Regina	Beverly
Caldwell, Catherine Joanna	Ipswich
Callahan, Margaret Mary	Somerville
Clark, Grace Osborne	Marblehead
Cloran, Kathryn Martha	Lynn
Coburn, Mabel Evelyn	Lynn
Coffin, Josie Muriel	Amesbury
Cohen, Sarah Ida	Windham, N. H.
Collins, Katherine Louise	Marblehead
Crean, Ella Frances	Salem
Cullen, Catherine Rita	Lynn
Dalglish, Maidion Marshall	North Andover
Day, Lela Elizabeth	Bradford
Donahue, Gertrude Teresa	Somerville
Donohoe, Helen Rita	Dorchester
Dorney, Mary Madeleine	Somerville
Dottin, Emeline Christine	Cambridge
Draper, Mary Cecilia	Salem
Driscoll, Agnes Barbara	Peabody
Dunne, Mildred Mary	Lynn
Duquette, Beatrice Leonne	Salem
Eaton, Ida Phyliena	Seabrook, N. H.
Eustis, Evelyn Annie	Marblehead
Fogg, Viola Susan	Beverly
Foster, Marion Elizabeth	Lynn
Gillespie, Grace Marie	Winthrop
Gorman, Margaret Katherine	Somerville
Gosbee, Evelyn Maude	Gloucester
Gould, Charlotte	Newburyport
Hall, Matilda Veronica	Cambridge
Hathaway, Leona Augusta	Buzzards Bay
Herbert, Alice Esther	Malden
Hogan, Elizabeth Agnes	Salem
Holmes, Adeline Sayward	Havana, N. D.
Humphreys, George Jeannette, B.A.	Nineveh, N. Y.
Jenness, Hazel Elizabeth	Malden
Johnson, Emily Edwina	Georgetown
Judge, Alice Rose	Everett
Kane, Phyllis May	North Andover
Kelliher, Helen Cecelia	Beverly
Kroll, Sophie Louise	Wakefield
LaBran, Clare Louise	Lynn
Lane, Margaret Mary	Peabody
Lawson, Henrietta Jane	Cambridge
Leavitt, Doris	Lynn
Lesses, Gertrude Falcon	Salem
Levin, Rita Esther	Chelsea
Luscombe, Grace Frances	Everett
Lutz, Charlotte Wheaton	Salem
Lyte, Elva Jean	Lynn
McAuliffe, Eleanor Marie	Chelsea
McDonald, Mary Louise	Salem
McRae, Catherine Margaret	Lynn

MacLaren, Helen Margaret	Saugus
Macquarrie, Evelyn Cecilia	Winthrop
Manning, Katherine Dorothea	Amesbury
Martin, Edith Cressy	Marblehead
Morrison, Alice Dorothy	Chelsea
Moulton, Grace Edith	Lynn
Nelson, Alice Mae	Salem
Nelson, Mabel Irene	Saugus
Nichols, Adella Thelma	Lynn
O'Connell, Adeline Janette	Salem
O'Connell, Ellen Elizabeth	Cambridge
Patterson, Doris Mary	Lynn
Perry, Esther Rachel	Cambridge
Porter, Jenny May	Salem
Power, Abigail Gertrude	Gloucester
Prebensen, Valborg Henrietta	Cambridge
Quill, Helen Frances	Revere
Quinn, Margaret Louise	Kingston
Reardon, Anna Gertrude	Lynn
Rose, Isabelle	Chelsea
Rowe, Grace Emerson	Beverly
Rudd, Doris Freeman	Somerville
Smith, Phyllis Gertrude	Cliftondale
Spracklin, Lillian Warren	Chelsea
Standley, Dorothy Winford	Cambridge
Stone, Gladys Gertrude	Somerville
Strout, Elizabeth May	Millbridge, Me.
Sudnovsky, Minnie	Lynn
Sullivan, Gladys Cecilia	North Andover
Sullivan, Grace Veronica	North Andover
Sweeney, Abigail Margaret	Danvers
Syrett, Hazel Edna	Melrose
Trafton, Mildred Rose	Beverly
Verdi, Dorothy Margaret	Winthrop
Vergona, Jeanette Pia	Winthrop
Ward, Rena Margaret, B.A.	Revere
Walker, Charlotte	Wakefield
Walsh, Mary	Marblehead
Wellington, Hazel Clinkard	Somerville
Wells, Lillian Gertrude	Somerville
Welsh, Eleanor Frances	Medford
Wexler, Rose	Cambridge
Wheeler, Marion Ethel	Salem
Williams, Gertrude Hazen	Cambridge
Williams, Helen Gould	Beverly Farms
Winer, Dora	Lynn

Intermediate Course — Three Years

Burns, Winifred Margaret	Marblehead
Doe, Mary Reed	Marblehead
Doyle, Mary Hilda	Danvers
Fitzgibbons, James Harold	Beverly
Goodhue, Catharine Elizabeth	Essex
Hart, Agnes Elizabeth	Beverly
Johnson, Florence Wilhelmina	Lynn
Kehoe, Anna Murray	Lynn
McHugh, Mary Rita	Amesbury
O'Rourke, Mary Patricia	Salem
Ryan, Sally Gertrude	Salem
Smith, Sybil Evelyn	Greenwood

Commercial Course — Four Years

Coskren, Alice Catherine	Lawrence
Denney, Isabelle Julia	Gardner
Driscoll, Mary Magdalene	Lynn
Enright, Elizabeth Margaret	Pittsfield
Hapgood, Irene Lenore	Lynn
Hodgkins, Olive Grace	Annisquam
Jackson, Annie Margaret	Salisbury
McCarthy, Catherine Edith	Ayer
Nutton, Doris Ellen	Gloucester
Sylvester, Rovena Mae	Derry, N. H.

Certificate for One Year's Work

Elementary Course

Hayes, Helen Frances	Milton, N. H.

Commercial Course

Des Ormeaux, Beatrice Edith	Haverhill

Certificate for Two Years' Work

Commercial Course

Cantalupi, Joseph John	Everett
Daly, George Francis	Boston
Higgins, Michael Francis	Peabody
Hurley, Helen Gertrude	Dorchester
McDade, Josephine Helen	Lawrence
Murphy, Grace Ann	Lawrence
Parker, Mabel Buckingham	Attleboro
Sullivan, Jeremiah Francis	Peabody
Walker, Helen Mae	Medford

Certificate for Three Years' Work

Commercial Course

Beatty, Alice Louise	Bridgewater

MEMBERSHIP FOR THE YEAR 1923-1924

ELEMENTARY DEPARTMENT

SENIOR CLASS

Ahearn, Mary Esther [1]	East Lynn
Albert, Sarah	Gloucester
Alpers, Esther Lillian	Salem
Aronson, Bessie	Quincy
Auger, Eunice Ruth	West Boxford
Barrett, Catherine Mary Rita	Andover
Betz, Amelia Martha	Whitefield, N. H.
Black, Margaret Ruth	Gloucester
Bloomberg, Jeannette Dina	Chelsea
Bonner, Gwendolyn Elizabeth	New Bedford
Boutiette, Julia Agnes	Farnumsville
Bradshaw, Mildred Louise	Somerville
Brown, Mildred Hancock	Chelsea
Campbell, Ila Pauline	Methuen
Canessa, Helen Rose	Revere
Cass, Gertrude Genevieve	Topsfield
Cetlin, Mary	Newburyport
Champion, Marion Josephine	Lynn
Charles, Marion Ross	Newburyport
Clark, Eleanor Annie	Beverly
Connors, Helen Delury	Danvers
Corbet, Margaret Laura	Greenwood
Courtney, Dorothy May	Manchaug
Craig, Lillian May	Lynn
Dealy, Marion Adelaide	Winthrop
Doherty, Alice Marie	Cambridge
Donovan, Dorothy Margaret	Winthrop
Duffet, Marion Irene	Swampscott
Dyer, Miriam Ethel	Danvers
Eaton, Ellen Worthley	Seabrook, N. H.
Elwell, Bertha Catherine [1]	Annisquam
Flynn, Alice Nancy	Beverly
Foster, Bernice Miriam	Danvers
Fouhey, Mabel Reta	Danvers
Frost, Harriett MacBride	Malden
Goldman, Rebecca Sara	Chelsea
Goodridge, Louise Althine	Salisbury
Greenberg, Annie Mollie	Gloucester
Hale, Mary Ruth	Salem
Hale, Muriel Gladys	Somerville
Haley, Emma Elizabeth	Rowley
Hall, Evelyn Parmenter	Peabody
Harrigan, Helen Kathaleen	Ipswich
Harrington, Edith Mary	Lexington
Harrington, Mary Louise	Somerville
Hayden, Hilda Marion Elizabeth	Wakefield
Hayes, Zelda Marguerite	Ipswich
Hayward, Ruth Elizabeth	Lynnfield
Heifitz, Martha Theresa	Chelsea
Hennessey, Mabel Agnes	Lynn
Higgins, Dorothy Louise [1]	Lynn
Hoffman, Etta	Chelsea
Hooper, Vera Louise	Amesbury
Horton, Doris Carpenter	Groveland
Howley, Olive Frances	Lynn
Hurlburt, Dorothy Lovis	Salem
Hutchings, Mary Evelyn	Everett
Jensen, Mildred Catherine	Gloucester
Johnson, Marea Mathilde	Peabody
Kaplan, Edith	Chelsea
Katz, Rose	Pittsfield
Keating, Alice Geraldine	Chelsea
Keck, Dorothy Inez	Boston

[1] Was a member of the school less than one-third of the year.

Kelley, Katherine Frances	Beverly
Kelter, Ruth Anna	Somerville
Kennedy, Mary Patricia	Nahant
Kiely, Anna Helena	Lynn
Kimball, Esther Evelyn	Lawrence
Kovnit, Sadie	Chelsea
LaBran, Catherine Marie	Lynn
Lawlor, Margaret Gertrude	Danvers
Lear, Gertrude Louise	Lynn
Linsky, Belle	Salem
Lodie, Lillian Grace	Malden
Long, Eleanor Rita	Peabody
Lowe, Ceciline	South Essex
Lynch, Leona Claire	Cambridge
McCann, Marie Elizabeth	Winthrop
McCormick, Mary Elizabeth	Charlestown
McDermott, Margaret Winifred	Salem
McLaughlin, Mary Catherine	Dedham
McNamara, Mary Elizabeth	North Brookfield
Mahoney, Agnes Marie	Chelsea
Marberblatt, Ida Althea	Lynn
Menut, Helen Carr	Newburyport
Monahan, Rose	Malden
Moody, Lois Margaret[1]	Chelsea
Moran, Mary Patricia	Winthrop
Mortimer, Florence Mary	Danvers
Moulton, Vera Mabel	Wakefield
Murphy, Louise Barron	Boston
Neenan, Alice Bernadette	Peabody
Nelson, Sarah Lillian	Chelsea
Nolan, Selina Margaret	Salem
Norcross, Louise Caloy	Wenham
Noyes, Mina Ballard	Andover
Nugent, Mary Jane	Winthrop
O'Hare, Mary Agnes	Cambridge
Ojampera, Martha Jane	Waltham
O'Neill, Mary Louise	Peabody
O'Sullivan, Alice Louise	Cambridge
Pearson, Vera Lucille	Somerville
Pendleton, Evelyn Hollis	Haverhill
Perkins, Edith Staten	Rockport
Prendergast, Helen Mary	Lynn
Richmond, Mary Charlotte	Chelsea
Riley, Catherine Mary	Cambridge
Ringels, Hazel Louise	Woburn
Rotstein, Anna Helen	Chelsea
Rutstein, Sylvia	Chelsea
Sawyer, Evie Haynes	Lynn
Scannell, Anna Grace	Arlington
Scher, Dorothy Natalie	Beverly
Shapiro, Mae Lillian	Chelsea
Shaw, Caroline Mar	Cambridge
Sheedy, Margaret Josephine	Salem
Shepherd, Arlene Augusta	East Lynn
Smith, Marcia Isabel	Woburn
Snider, Evilena Blanche	Newburyport
Walcott, Hortense	Melrose Highlands
Wall, Margaret Hilda	Newburyport
Walsh, Alice Catherine	Malden
Walsh, Nellie	Marblehead
Wellington, Gladys May	Somerville
Wigderson, Jeannette	Revere
Wiggins, Catherine Elizabeth	Somerville
Wishman, Lucy Isabel	Medford

Freshman Class

Atwood, Katherine Gertrude[1]	Gloucester
Baggs, Emma Doris	Chelsea
Bangs, Loretta Olive	Somerville
Barrett, Mary Frances	Salem
Bates, Anita Durbeck	Winthrop
Bates, Emma Frances	Melrose
Beard, Luella Charlotte	West Somerville

[1] Was a member of the school less than one-third of the year.

Bernstein, Anne Tilly	Peabody
Boivin, Marguerite Agnes	West Lynn
Bradley, Regina Angela	Winthrop
Brennan, Anna Claire	Lynn
Brown, Gertrude Sarah	Chelsea
Brown, Ruth Martin	Ipswich
Callahan, Gertrude Ellen	Lynn
Carney, Katheryn Donata	Wakefield
Carroll, Helen Gertrude	Wollaston
Cashman, Viola Jessie	Andover
Caswell, Grace May	Marblehead
Coburn, Ruth Marion	East Lynn
Coen, Catherine Florence	Manchester
Colby, Gladys Lillian	Beverly
Collins, Agatha Elizabeth	Arlington
Collins, Esther Marie	Charlestown
Connors, Grace Louisa	Danvers
Cragg, Abbie Ursula	Manchester
Daniels, Anita Eilene	Rowley
Dine, Bessie	Lynn
Doe, Annie Harris	Marblehead
Doherty, Theresa Edith	Peabody
Drayton, Mary Eleanor	Marblehead
Dunne, Isabelle Helen	East Lynn
Earle, Mary Amelia	West Somerville
Enos, Doris Louise	Winthrop
Epstein, Sadie Yetta	Lynn
Face, Carrie Louise	Lynn
Fitzpatrick, Julia Adrienne	Revere
Foley, Josephine Marion	Lynn
Garbutt, Ruth	Beachmont
Garland, Miriam Oliver	Everett
Gilday, Ruth Mary	Rowley
Gilligan, Margaret Irene	Salem
Gorman, Gertrude Alice	Danvers
Gould, Evelyn Wonson	Topsfield
Grodsky, Rose Dora	Nahant
Handverger, Elizabeth	Medway
Hanley, Cecelia Mary	Peabody
Happenny, Elizabeth Marie	North Cohasset
Harlow, Ruth	Swampscott
Harwood, Ruby Bella	Lynn
Hawes, Elinor Frances	West Lynn
Hayes, Althea Veronica	Ipswich
Hayes, Dorothy Eleanor	Cambridge
Henahan, Mary Joanna	Salem
Hockman, Ruth Forrest	Lynn
Holden, Florence Annie	Peabody
Hollingsworth, Florence Eleanor	Peabody
Holmes, Elizabeth Gilbert	Salem
Horgan, Josephine Mary	Lynn
Horner, Ednah Mae	Peabody
Humes, Catherine Elizabeth	Beverly
Johnson, Frances Mae	Wenham
Keefe, Helen Margaret	Somerville
Kelly, Margaret Elizabeth	Andover
Keppe, Isabella Madeline	Somerville
Kolodny, Ida Sarah	Roxbury
Kreisser, Bessie Beatrice	Lynn
Laitinen, Helen Juliana[1]	Peabody
Lane, Rose Marie	Peabody
Law, Marjorie Alden	East Lynn
Leahy, Mary Teresa	Nahant
Leavitt, Mildred	Lynn
Lehane, Elizabeth Eunice	Salem
Lewis, Mollie Leah[1]	Chelsea
Lillis, Elizabeth Margaret	Peabody
Littlefield, Eva Jane	Haverhill
McCloskey, Beatrice Frances	Marblehead
McDermott, Marguerite Agnes	Peabody
McDewell, Ellen Margaret	Marblehead
MacKenzie, Mildred	Revere
Malone, Eileen Louise	East Lynn
Mann, Amy	Salem

[1] Was a member of the school less than one-third of the year.

Marr, Elsie Blanche [1]	Rowley
Marshall, Agnes Stetson	Gloucester
Michelson, Elizabeth	Lexington
Murch, Helen Maud	Malden
Murray, Martha Loretta	Somerville
Natti, Tyyne Marie	Quincy
Nitkin, Edna Ida	Chelsea
Norton, Esthyr Dorothy	Salem
Pace, Olive Knowlton	Rowley
Pender, Mary Elizabeth	Peabody
Peterson, Elsa Marie	Lynn
Pipes, Martha Christina	Salisbury
Pononsky, Natalie	Chelsea
Powers, Louise Underwood	Marblehead
Ramsdell, Helen [1]	Lynn
Ramsdell, Mary Brown	Marblehead
Renfrew, Beatrice Hilda	Chelsea
Richmond, Jennie	Chelsea
Rimer, Dora	Danvers
Rubin, Pauline	Chelsea
Sandler, Sadie	Revere
Saunders, Blanche May	Everett
Schueler Dorothea Marguerite	Winthrop
Sheehan, Elizabeth Agnes	Winthrop
Shore, Deborah	Roxbury
Sornborger, Helen R.	Rowley
Standley, Helen Woodbury	Cambridge
Stevens, Aimie Woodbury	Beverly
Sullivan, Kathryn Agnes	Peabody
Svenson, Svea Dorothea	Lynn
Thurlow, Evelyn Carvel [1]	Newburyport
True, Anna Elizabeth [1]	Salisbury
Tufts, Eileen Harney	Beverly
Weinberg, Sylvia Ruth	Chelsea
White, Eileen Frances	Arlington Heights
Willey, Mary Alice	Greenwood
Williams, Bessie Gertrude	Beverly
Winchester, Margaret Lamson	Gloucester
Wise, Mary Pauline	Lynn

Special Course — Two Years

Second Year

Lafley, Katheryn May	Lynn

First Year

Savitz, Frances Ruth	Malden
Slattery, Mildred Dorothy	Brighton

Special Course — One Year

Grant, Edith Myrtle	Beverly

Three Years' Course

Second Year

St. Pierre, Mary Jane Louise	Salem

INTERMEDIATE DEPARTMENT

Senior Class

Berry, Hazel Ethelwynne	Chelsea
Boyd, Doris Irene [1]	Chelsea
Bruce, Mariva Luranca	Reading
Chaisson, Mary Margaret	Swampscott
Connell, Mildred Mary	Swampscott
Coyne, George Kermit	Somerville
Finn, Catherine Mary	North Andover
Gearin, Margaret Mary	Arlington
Henry, Joseph Edward	Chelsea
Kirby, Gertrude Louise	Danvers
Komarin, Louis	Peabody
Nourse, Mary Appleton	Ipswich
Paterson, Winifred Emeline	Lynn

[1] Was a member of the school less than one-third of the year.

Middle Year Class

Bingham, Helen Beatrice	Somerville
Briggs, Thelma Helene	Danvers
Cole, Mabel Arvilla [1]	Newburyport
Crotty, William Joseph	Somerville
Dogherty, Gardner White	Danvers
Doyle, Arthur Edward	Peabody
Finn, Anna Elizabeth	North Andover
Flanagan, Arthur Joseph	Peabody
Gilmore, Thomas Arthur	Peabody
Hardy, Zella Wheeler	Georgetown
Jensen, Jennie Marian	Gloucester
Kinsella, Anna	Wenham
McCarthy, Arthur John	Peabody
Mythen, Marian Louise	Chelsea
Nickerson, Annie Matilda	Essex
O'Brien, Mary Patricia	Somerville
Powers, Mary Alberta	Cambridge
Reilly, Rosamond	Ipswich
Schruender, Helen Catherine	North Andover
Tarbox, Elbridge Asa	Peabody
Watson, Frederick Earl	Haverhill

Freshman Class

Burke, Katherine Mildred [1]	Lynn
Cahill, Rose Elaine	Bradford
Donovan, Mary Louise	Lynn
Eller, Dorothy May	Boston
Foley, Walter Andrew [1]	Cambridge
Fox, Gertrude Elizabeth	Cliftondale
Frost, Elizabeth Ada	Gloucester
Gould, Annie Isabel	Salem
Hilton, Gladys Viola	Gloucester
Lane, Mary Catherine	North Andover
Leary, Elizabeth Miriam	Newburyport
Levy, Dorothy	Somerville
Lourie, Eva	Chelsea
McCarthy, Edward James	Charlestown
McIntosh, Marion Lillian	West Medford
Mayo, Elsie Marie	Lynn
Mitrano, Eva [1]	Somerville
Murphy, Margaret Christina	Lynn
Natho, Doris Clara	Bradford
O'Leary, Mary Frances	Peabody
Parziale, Charles Edwin	Chelsea
Perry, Mabel Ellen	Greenwood
Reidpath, Rosalind	Swampscott
Roberts, Wilfred Henry	West Somerville
Slattery, James Francis	Salem
Somers, Martha Elizabeth	Gloucester
Teague, Marita Jane	Beverly
Thurlow, Helen	Newburyport
Twombly, Alice May	North Andover
Walters, Grace Gwendolyn	Saugus
Weisblatt, Anna Geraldine	West Medway
Wonson, Harriet Adamson	Gloucester
Ziskowski, Julia	West Peabody

COMMERCIAL DEPARTMENT

Senior Class

Baldwin, Alice Eda	Saugus
Brooks, Anna Catherine	Newburyport
Carbery, Reina Julia	Barre
Clifford, Nora Margaret	Northampton
Cogswell, Victoria Maude	Derry, N. H.
Damsky, Rose	Lynn
Enright, Charlotte Mary	Pittsfield
Evans, Viola Pinkham	East Saugus
Fitzhenry, Eileen Mary Mona	Walpole

[1] Was a member of the school less than one-third of the year.

Hunt, Marion Anna	Barre
Kennedy, Mary Alice	Medfield
Robinson, Vivian Dorris	North Reading
Smith, Marion Elizabeth	Cliftondale
Valuzki, Ellen Anna	Barre Plains

Junior Class

In accordance with the requirements stated on page 9, paragraph 6, the members of this class are during one-half of this year employed in business offices under the general supervision of the school.

Abbott, Laura Frances [1]	Magnolia
Ash, Francis Howard [1]	Holyoke
Carter, Nellie Marshall	Lynn
Coville, Alice Beatrice	Lynn
Crowe, Florence	Concord
Daley, Ruth Mary	Arlington
Donahue, Alice Veronica [1]	Boston
Duane, Mary Margaret	Allston
Gardner, Mildred Katherine	Swansea
Higgins, William Thomas Robert [1]	Peabody
Huntress, Eva Mabel	Wenham
Judd, Lydia Emerson [1]	Easthampton
Kane, Edward Francis	North Abington
Kealy, Madeleine Mary [1]	Lynn
Kelley, Helen Matilda [1]	Lexington
Leary, Beatrice Bridgett [1]	Lynn
Lee, Frances May [1]	Monument Beach
Maney, Joseph James	Fitchburg
Manley, Daniel Anthony	Medford
Martin, Gertrude Agnes	Lawrence
McArdle, Bartholomew Francis [1]	Lynn
McGrath, Agnes Teresa [1]	Salem
McRae, Bessie Florence	South Hamilton
Mills, Louise Elizabeth [1]	Medfield
Moore, Isabel Harriet	Cambridge
Mulhane, Angela Cecilia [1]	Millbury
O'Neil, Helen Barbara [1]	Danvers
O'Neil, Isobel Eunice [1]	Fall River
Phipps, Olive Blackmer	Everett
Quinn, Helen Mary	Lowell
Risman, Edith	Lynn
Rush, Mary Eileen	Forest Hills
Sculley, Eleanore Catherine [1]	Somerville
Shea, Mary Gertrude [1]	Holyoke
Sullivan, Mary Elizabeth [1]	Peabody
Troy, Anna Frances [1]	Southbridge
Wright, Russell Albin [1]	North Attleborough

Sophomore Class

Amero, Annie Ardelle	Gloucester
Anderson, Lyylia Esther	Gloucester
Barrett, Thomas Bruce	Somerville
Barry, Mary Ellen	Cambridge
Bishop, Dorothy Fraser	Lynn
Bowie, Lydia Marion	Gloucester
Burnham, Elizabeth Cook	Gloucester
Burns, Mary Ethel	Hamilton
Carroll, Mary Josephine	Cambridge
Corkum, Pauline Harriett	Gloucester
Curran, Margaret Agnes	Wheelwright
Dailey, Margaret	Lexington
Dalton, Mary Frances	Walpole
Dolphin, Earle Wentzel	East Lynn
Donovan, Anna Travis	Charlestown
Downs, Lucile Elizabeth	Killingly, Conn.
Doyle, Dorothy Mary	Salem
Faulds, Evelyn Eloise	Wollaston
Frost, Mildred Grace	Holyoke
Gravel, Lena Margaret	Ware

[1] Employed in offices during the first half-year.

Harrington, Mary Genevieve	Fall River
Hayes, Margaret Dolores	Bridgewater
Hayward, Rachel May [1]	Waltham
Hicks, Walter Gordon	Gloucester
Higgins, James Leo	Danvers
Husson, Chesley Harwood	Lynn
Johnson, Edith Ruth	Leominster
Johnson, Jessie Evelyn	Grafton
Johnson, Mary Porter	Leominster
Keniley, Helen Cecelia	New Haven, Conn.
Larson, Florence Christina	Pigeon Cove
McEachen, Mary Catherine	Gloucester
McGuire, Bernice Josephine	New Haven, Conn.
Macdonald, Ethel Gladys	Raynham
Marr, Ruth Douglass	Rowley
Moran, Cecelia Theresa	Leominster
Mulcahy, Eleanor Elizabeth	Cohasset
Nagel, Dorothea Martin	Hadley
O'Connor, Marion Esther	Revere
O'Neill, James Joseph	Danvers
Pearson, Elsa Kristina	Winthrop
Reynolds, Almira	Fall River
Richards, George Anthony	Peabody
Riley, Mary Clare Frances	Lynn
Smith, Beatrice Alice	Ipswich
Steinberg, Ethel	Medford
Stone, Lillian Helen	Ayer
Thompson, John Stanley	Gloucester

Freshman Class

Ashton, Ruth Merrill	Swampscott
Bayard, Jessie	Lynn
Bergeron, Kathryn Frances	Newburyport
Brotherton, Helen Cosgrove	Gloucester
Carmel, Doris Rose	Pittsfield
Conrad, Edna Pauline	Gloucester
Coughlan, Anna Dolores	Revere
Davenport, Ruth Omey	New Bedford
Davis, Corinne Erma	Gloucester
Ellis, Dorothy	Beverly
Flynn, Eileen Burnadette	Revere
Foley, Margaret Loraine	South Billerica
French, Alice Lilly	East Lynn
Frissell, Clarice Laura	Pittsfield
Garvey, Henry Matthew	Gloucester
Goodwin, Marian Stanwood	Gloucester
Gorman, Helena Florenda	Salem
Greenberg, Minnie	West Lynn
Hale, Irene Elizabeth	Rockport
Harrigan, Daniel Francis, Jr.	Peabody
Hollingshead, Rachel May	Beverly
Innis, Ralph Everett	Peabody
Jack, Elizabeth May	Beverly
Knowlton, Esther Appleton	Hamilton
Lebo, Irene Elizabeth [1]	Danvers
Lundergan, Edward Michael	Salem
McHugh, Theresa Anne	Dedham
Mattson, Hilda Martha Mathilda	Fitchburg
Miller, Elizabeth Mabel	Lynn
Morrow, Dorothy Lorraine	South Hamilton
Murphy, Madeleine Margaret	Ayer
Olsen, Inger Frances	Newton Centre
Powers, Catherine Glazebrook	Gloucester
Preston, Margaret Agnes	Salem
Proctor, Marion Edith	Gloucester
Rosnell, Ellen Elizabeth	East Weymouth
Saunders, Ethel Hurline	Winthrop
Spidle, Lillian Marie	Lexington
St. Germain, Pauline Josephine	Fitchburg
Sullivan, Arthur John	Danvers
Tebo, Mary Elizabeth	Fisherville

[1] Was a member of the school less than one-third of the year.

Travers, Alice Helena	Salem
Trevett, Elsie May	East Lynn
Valpey, Eleanor Lord	Swampscott
Voigt, Amelia Haberer	Easthampton
Whitmarsh, Priscilla Mary	Gloucester

SPECIAL COURSE — TWO YEARS

Second Year

Bevins, Joseph Johnson	Salem
Chapin, Irene Anna	Chicopee Falls
Chase, Frank Sanborn	Hyde Park
Des Ormeaux, Beatrice Edith	Haverhill
Dugan, Agnes Veronica	Andover
Ellis, Katherine Gertrude	Peabody
Flaherty, John Vincent	Charlestown
Foley, Leone Bertille	West Lynn
Keegan, Daniel Joseph	Peabody
Somers, Helen Maud	Lynn
Waldron, John Thomas	Peabody

First Year

Burke, Wilfred Ray	Everett
Hillery, Edward Gregory	Roxbury
Lyons, Mary Vincent	Lowell
Murphy, Walter Dalton	Everett

SUMMARY

	Returning.	Entering.	Totals by Departments.
Elementary department:			
Senior class	126	1	
Special, one year	–	1	
Special, two years	1	2	252
Middle year class	1	–	
Freshman class	–	120	
Intermediate department:			
Senior class	13	–	
Middle year class	21	–	67
Freshman class	2	31	
Commercial department:			
Senior class	14	–	
Junior class[1]	37	–	
Sophomore class	48	–	
Freshman class	1	45	160
Special, two years (second year)	11	–	
Special, two years (first year)	–	4	
Special, one year	–	–	
	275	204	479

Whole number of students from opening of school	8,151
Whole number of graduates	4,599[2]
Number of certificates for special course of one, two or three years	176[3]
Total enrollment in training school for year ending June 30, 1923	438

[1] Employed, for one-half of the year, in business offices under the general supervision of the school.
[2] Of whom ten have received two diplomas.
[3] Of whom twenty-five also received diplomas and are included in the total number of graduates.

Officers of the Salem Normal Association, 1922-1925

Miss Nellie B. Allen, Lynnfield (Class LXI)	*President*
Mrs. Mabel Lindsey Williams, Peabody (Class LXXIX)	*Vice-President*
Miss Alice Felton Hammond, Danvers (Class XLIII)	*Recording Secretary*
Miss Lena Grayson FitzHugh, Amesbury (Class XCVI)	*Corresponding Secretary*
Miss Madeleine Louise Slade, Danvers (Class XCVI)	*Treasurer*
Mrs. Anna Vollor Nichols, Salem (Class XCV)	*Custodian of Records*
Gilman Clifton Harvey, Gloucester (Class CIII)	*Auditor*
Mrs. Martha Abbott Ward, Lynn (Class XX)	*Directors*
Mrs. Ethel Walcott Mussey, Salem (Class CXXXVIII)	
Mrs. Mary Cate Smith, Boston (Class XLV)	
Miss Lizzie Lee Bacheller, Lynn (Class XXXVII)	
Miss Nora Clair Pike, Winthrop (Class XCIX)	
Miss Helen Maria Miner, Salem (Class XXIII)	*Nominating Committee*
Miss Nellie Stearns Messer, Salem (Class LXXXIX)	
Mrs. Clara Mansfield Munroe, Peabody (Class LXI)	
Miss Olive Mary Adams, Beverly (Class XCII)	
Miss Gertrude Margaret Ross, Salem (Class CII)	